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ABSTRACT

The Career Competency Program was funded to design and implement a total career education model, both educationally and financially practical for implementation by South Dakota communities. The program's underlying goals included mastery of skills at a level commensurate with each student's ability, interests, and career goals. Activities carried out to meet the program's ten objectives included the following: (1) career education inservice was provided to South Dakota school districts for levels K-12; (2) school districts were assisted to write career education plans in accordance with the state plan: (3) needs assessments were updated: (4) career education materials were disseminated statewide on a check-out basis: (5) career competency material was updated: (6) existing career education training programs at colleges were located: (7) colleges were surveyed to determine what is presently being done in career education: (8) assistance was provided in forming a career education committee at South Dakota colleges: (9) colleges were assisted to develop a plan for infusion of career education in education programs: and (10) career competency program materials were made available to the colleges on a check-out basis. Appended materials include a career education workshop agenda: elementary career competency inservice evaluation: statewide survey of needs for career education: inservice handouts: surveys of career education emphasis in college education programs and survey results: South Dakota State Plan for Career Education: a plan for the training of elementary and secondary teachers in career education at Black Hills State College: and a newsletter. (KC)

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CAREER COMPETENCY PROJECT

FINAL REPORT

July 1, 1978 - June 30, 1979

Carl Ritenour, Director
Career Competency/SD VIEW
Huron Public Schools
Huron, South Dakota 57350

CE027313

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The Career Competency Project is located in the City of Huron with the Huron Public Schools serving as the contracting agent for the Division of Vocational-Technical Education. The project office is located at:

McKinley Elementary School
705 Dakota North
Huron, South Dakota

FUNDING

The Career Competency Project is funded with subpart 3, Section 130, exemplary funds of vocational education monies. The Career Competency Project's funding period is for three years. This report is for the third year funding and covers the period from July 1, 1978, through June 30, 1979.

PROJECT STAFF

Carl Ritenour, Director
Gary Gramm, Assistant Director
Jim Friesen, Secondary Career Education Specialist
Ruth Schilberg, Elementary Career Education Specialist
Virginia Hofer, Curriculum Specialist
Norma Stoley, Secretary

RATIONALE

Equipping students for the world of work as they progress through the school curriculum from kindergarten to graduation has in recent years been called Career Education. Millions of words have been written about the desirability of emphasizing Career Education as one of the major goals of American education, but the reality of implementing a total program which involves both educators and community workers calls for more staff and expertise than are available to the majority of schools nationwide. Efforts to bridge the artificial gap between school and work have yielded patchwork results, oases in the desert of "schooling for schooling's sake." The need for career education has been well documented. How to meet the need for rural South Dakota youth has been the concern of the South Dakota State Vocational Board. The Career Competency Project was funded to achieve this result.

PURPOSE

The purpose for funding the Career Competency Program was to design and implement a total career education model, both educationally and financially practical for implementation by South Dakota communities. As the title of the program suggests, COMPETENCY is the key to job satisfaction, to achievement of individual potential, whether for a highly skilled or relatively unskilled occupation. Recognizing that all types of work are necessary in our interdependent society leads to respect for the citizen who achieves competency, whether the task be simple or complex.

Competency is the build-in purpose of the Career Competency Program: mastery of the basic skills of reading, writing, speaking, and math at a level commensurate with one's ability, interests, and career goals; mastery of the life skills needed by all adults; and proficiency in the academic and vocational areas identified by each student and counselor in the occupational planning procedure.

PROGRAM OBJECTIVES (1978-79)

A. To provide career education in-service to South Dakota school districts K-12 and to encourage implementation into the local school curriculum.

B. To assist school districts in writing career education plans in accordance with the DESE state plan on career education.

C. To update elementary, junior high, senior high, and adult needs assessments.

D. To disseminate career education materials statewide on a checkout basis.

E. To update the Career Competency material as needed.

F. Collect and research information concerning existing career education training programs in effect at teacher, counselor, and administrator education institutions.

G. Survey private and public teacher, counselor, and administrator education institutions in South Dakota to determine what is presently being done in career education.

H. Assist in the formulation of a Career Education Committee and Career Education Coordinator at South Dakota teacher, counselor, and administrator education institutions.

I. Assist the institutions with on-campus development of a plan for infusion of career education in teacher, counselor, and administrator education.

J. Make available to the institutions on a checkout basis career education resource materials in the Career Competency Program collection.

PROCEDURES FOR ACHIEVING OBJECTIVES

A. To provide career education in-service to South Dakota school districts K-12 and to encourage implementation into the local school curriculum.

Career education in-service was conducted for the following schools: Aberdeen (K-6), Bowdle, Crazy Horse at Wanblee, Dell Rapids, Egan, Elkton, Gayville-Volin, Holy Cross at Ipswich, Hosmer, Howard, Ipswich, Iroquois, James Valley Christian, Java, Lake Preston, Lower Brule, Lyman, Meade, New Underwood, O'Gorman, Oelrichs, Oldham, Parker (9-12), Polo, Platte, Rapid City Cody Program, Roscoe, Salem, Shannon County Manderson and Pine Ridge Middle, South Shore, St. Liborius at Polo, St. Mary's at Salem, Viborg, Waverly, and Wessington. The total number of teachers and administrators in-serviced was 854 who in turn worked with 14,793 students of which 20% were economically disadvantaged and 12% were educationally deprived.

In conducting the in-services, faculties were divided into elementary and secondary groups. The workshop agendas are illustrated in Appendix A.

Participants in 31 of the schools in-serviced were asked to complete an in-service evaluation questionnaire (See Appendix B). A total of 564 participants responded to the seven-item questionnaire. The results of the survey generally reflect that the participants were well satisfied with the in-service program. A summary of the responses to the questionnaire follows.

Question #1 asked which three topics of discussion were most helpful. The items are ranked on the following page according to the number of times the items were checked. Also indicated is the percentage of respondents checking the item.

Rank	Item	% Checking
1	Materials Review	59
2	Career Exploration	50
3	Community Survival Skills	48
4	Bibliography	39
5	South Dakota VIEW	38
6	Intro. to Career Education	20
7	Career Education Definition	18
8	Survey of CE Planning Activities	14
9	Writing Activities	12
10	NCCE Libraries	10
11	Program Assessment	6

Question #2 asked: If you had to miss one of the activities of the workshop, which would you choose? Why? Again, the items are ranked below according to the checks received. Under each item are some representative reasons given as to "why?".

Rank	Item	% Checking
1	Career Education Definition	19

Why?

"I feel I was quite aware of career education because of the abundance of materials published in the area - in teacher publications, etc."

"In general, we already possessed this information."

"Simply to allow more time for others."

"Everyone has a different definition of Career Education and the means of attaining this definition."

"I believe most people should understand the meaning."

"I'm not sure I understand it more clearly after the explanation.

"We can get that definition from our reading."

"I knew it."

"It's pretty obvious, to me anyway."

"I can read a definition."

Rank	Item	% Checking
2	Writing Activities	18

"Writing is a skill that needs to be stressed and practiced more on elementary and secondary levels."

"Many teachers receive the same information when they student teach. In many cases they must present the lesson in more detail."

"It takes too much time. Also I would need more time to review the program."

"Basic thing as a lesson plan."

"Had it in college."

"This is busy work; my textbooks cover objectives and activities."

"All good, but this one least beneficial."

"Don't feel it necessary if explained."

"Because I've done it before!"

"Too much writing at workshops to gain the proper knowledge we need - we would rather have materials."

Rank	Item	% Checking
3	Intro. to Career Competency Program	12

"I felt I pretty much knew what the program would be about and the rest of the things were concrete ideas of things we can put to use; however, I do think a short introduction is necessary. You did a good job."

"I like what I can use directly in my classroom."

"I would learn this as I checked into the other material."

"I don't like introductions."

"I already had an idea of this and think the rest of the activities re-emphasize any intro."

"Already aware of."

"It didn't explain enough to me why you were here, and most of all, how all of this would help the students. The results are the most important because it would show that this program really helps the students."

"Because most of this material is presented for one to read."

"Boring."

"It did not involve me. Realize some sort of introduction is necessary."

Rank	Item	% Checking
4	South Dakota VIEW	8

"I've attended a workshop before on VIEW."

"The filmstrip was thorough, yet it was hard to relate to the ideas presented because of the efficiency or speed that the filmstrip was presented.

"Not relevant to my area."

"It's too difficult for my grade level to use."

"Because I have used this before."

"Went to it in college."

"Should have more pictures."

"Previous workshop on same material."

"I don't like films."

"I feel that this area is covered by the guidance counselor."

Rank	Item	% Checking
5	NCCE Libraries	8

"Probably important, but I doubt I will use it because of cost and the fact that other materials are more readily accessible."

"Felt there was enough other information."

"Not interested."

"Didn't think our school would consider the expense of these libraries.

"I think it was least helpful."

"Every activity except NCCE. I do not understand."

"Cost."

"No time to pursue it."

"Materials may be available in community or near-by school."

"Not familiar with it."

Rank	Item	% Checking
6	Program Assessment	7

"Because I'm not sure what the program assessment is. Is this it."

"I feel we could get to that item later."

"Not necessary."

"Offered ideas I can use in my classroom."

"It's a good program and I feel my knowledge of the subject is really too limited to add very much."

"Each group could assess their own values."

"It seems the least essential to my field because I feel actual materials and activity planning are more important."

"Because I feel all of it is valuable and I would hate to see any of it eliminated."

"I don't know where it was in the program or what it was. It must not have been too important."

"We assess our programs periodically ourselves. That assessment along with that of the committee should be sufficient."

Rank	Item	% Checking
7	Community Survival Skills	6

"Because we already have many of these skills built into our curriculum."

"Mostly because I was more aware of these items than the others."

"Didn't hear much about this."

"The Survival Skills are interesting and common sense topics, but probably the least related to my course of teaching, although I enjoy seeing what was available in that area."

"Community Survival Skills do not apply that much to the subject that I teach."

"The material covered under this topic was somewhat familiar to me."

"Simply to allow more time for others."

"Already familiar with it."

"The bibliography and materials review allow a 'hands-on' procedure, while the Survival Skills merely listed the many activities that it is reasonable to assume many educated people are already aware of."

"I use this in my Modern Problems class."

Rank	Item	% Checking
8	Bibliography	5

"The bibliography I think could be understood without much explanation."

"I probably will not use the bibliography."

"Very little applied to instrumental music."

"If I knew there was a book, I would be able to use it to look at for the bibliography."

"Because I feel the others are the most important in teaching kindergarten."

"Could be made up later."

"I didn't get too much out of it."

"I think we would have access to a bibliography from writing to the office."

"Will use later I'm sure, but they overwhelm me all at once."

"This would be the easiest to check yourself."

Rank	Item	% Checking
8	Survey of CE Planning Activities	5

"We would need more time to become acquainted the program before planning activities."

"I feel a committee could do this on their own."

"Not as relevant to everyday classroom situations."

"The wording of questions was vague. Items described were often too close to select."

"It seemed least useful."

"Because I didn't really understand it to its entirety even if I was asked if I did."

"Lists to read are many times overlooked unless really interested."

"Already knew about it."

"Because it was left out so it must not be as important."

"We didn't do it anyway."

Rank	Item	% Checking
10	Career Exploration	2

"Pertains more to high school counselor."

"We covered this greatly when I was in college. We were taught to always include career education in everything we taught."

Rank	Item	% Checking
11	Materials Review	2

"Hopefully I received enough by the time we got to the review."

"I'm teaching remedial class and not many materials will fit in."

"Can get by without this because materials are listed in bibliography."

"In my case I could possibly get this information by using the bibliography. It wouldn't be as satisfactory, but if I had to miss one part, that may be the one that could be done by use of the bibliography although not as effectively."

"Material information could be attained through mail or directly at a later time."

"By having seen the rest, it is possible to have enough information to do this."

"All were important, but if I had to miss one, I could probably review materials in the bibliography. It did have some explanation of the materials."

"Has been explained completely before hand."

"In a short period of time, seeing a small sampling was not terribly informative, especially since, I feel, the bibliography covered the same materials and was presented to us in a most ludic manner. After all, I fear that we may not really know what materials will work until we have tried them. Unfortunate, but true."

Question #3 asked if the display of curriculum and multimedia materials was helpful. Ninety percent of the respondents said "yes." Some of the answers to how it helped were:

- Good to know so much is available to us outside classroom.
- It was easier to check out things in front of you than to order it from a catalog.
- Introduced me to information I did not know existed; will be able to use it in my classroom.
- Materials were arranged by grade level for ease in finding interest areas.
- I appreciated having the opportunity to look at the material. Had I not been able to see the material, I probably wouldn't have taken the time to send for the booklets at a later date. It was helpful to see them now.
- There was a wealth of great materials for all levels.
- But would take another session to do justice to the review procedure.

- Excellent resource materials and ideas.
- Nice to know what type of information and materials are available. More informative than just looking at a bibliography.
- It helps to know of more resources for planning activities.

The people responding "no" gave the following suggestions for improvement:

- Too much at one time.
- More time to inspect. Spread out materials so that they are more accessible.
- Fine arts didn't have much useful information.
- I feel you need to increase your Special Education materials.
- With the time allotted for all activities, one could not draw from all available materials. Believe the bibliography gives adequate information to order specific types of information as needed.
- More explaining about them.
- There was very little information on band activities.
- As a music teacher, I'm not sure there was enough usable material to make it well-spent time for me.
- More variety in science.
- Let us check it out for longer periods.

Ninety-five percent of the participants felt that the presentors were helpful. Only one percent indicated that they were not. Some suggestions of how they could have been more helpful were:

- Too much information in too short a time period.
- Slow down at the beginning, appeared to be rushing through the first part.
- More faculty involvement. Not so much lecture.
- More discussion.

- If time had allowed, it would have been helpful to meet individually to go over particular subject areas. However, with the committee that was set up, I'm sure this will be accomplished.

- They did an excellent job of answering questions. They could have been more helpful if there had been more time.

- Less material should have been covered in one day for more efficient understanding.

- Transparencies were hard to read.

- If we could talk more individually with them.

- We should have spent more time on implementation in the classroom.

In response to question #5 in regard to the length of time for the workshop, 72% felt it was sufficient, and 18% checked "too short." Six percent felt it was too long.

Suggested changes in question #6 for making the workshop more meaningful included:

- The assumption was made that we knew nothing of career education or how to incorporate it into our daily routines--an unfair assumption.

- More hands on with the materials.

- Less discussion on introduction and definition.

- More time to look over materials.

- Getting together in groups--upper and lower elementary and actually doing some of the suggested activities together.

- Longer time--perhaps a chance to find some activities and specifically write down how they would be implemented in a teaching unit or two and also speak with other teachers on how we might work together on a specific community survival skill(s)--few of us know what the other is doing.

- More comfortable seating. The desks we sat in were cramped. The room temperature was not very cool.

- We should have it as an in-service day, not a pre-school day.

- More active involvement by teachers.

- Get a new or revised version of the VIEW film/slides/tape show.

Item #7 asked: Are you satisfied with what you accomplished during the workshop? Eighty-four percent said "yes," nine percent said "no," one said "maybe," and seven percent did not respond. Some representative comments made were as follows:

- Very good.

- I'm glad I was able to attend.

- I became aware of career education which to this date had not meant much to me.

- A lot of good ideas presented were helpful and will be useful this year.

- Very worthwhile.

- Never realized so much material was available at no cost.

- My eyes were opened to a new vast field of knowledge.

- It was interesting and well presented. I enjoyed it.

- I thought it was very good. Good job of explanation and good materials available.

- I have learned to correlate career study with my subjects. I feel if we can instill career education with the child, he/she will be better able to choose with our guidance.

The summary of the responses to the evaluation questionnaire is an indication of the general attitude toward the effectiveness of the in-service programs offered by the Career Competency staff. All individual questionnaires and summaries by schools are on file at the South Dakota VIEW office.

B. To assist school districts in writing career education plans in accordance with the DESE state plan on career education.

Each school which was provided with a career education inservice was requested to write a career education plan following the guidelines set forth in the South Dakota State Plan for Career Education. To date, plans have been submitted to the Career Competency Office by the following schools: Crazy Horse at Wanblee, Egan, Howard, Iroquois, James Valley Christian at Huron, Lower Brule, Lyman, New Underwood, Oelrichs, Platte, Polo, Salem, Shannon County Middle School at Pine Ridge, Viborg, Waverly, and Wessington. Copies of these plans are on file in the South Dakota VIEW office. Other schools are planning to complete plans during the coming year.

Four of the schools in-serviced--Bowdle, Hosmer, Ipswich, and Roscoe are in Edmunds County. These schools are collaborating with 4-H, extension service, business, and professional people within the county in writing a county-wide career education plan.

The Career Competency staff made follow-up visits to the schools in-serviced to provide encouragement and assistance in developing the local career education plan.

C. To update elementary, junior high, senior high, and adult needs assessments.

All needs assessment instruments were updated. Changes were made in the elementary, junior high, senior high and adult assessment instruments. Copies of the instruments can be found in Appendix C.

D. To disseminate career education materials statewide on a checkout basis.

A statewide checkout system was developed for schools, institutions, and agencies to use the career education materials and audio-visual aids from the Career Competency Program. There were 715 books and other printed materials and 450 pieces of multi-media checked out from the Career Competency office. This is a total of 1,165 items disseminated throughout our state during the year. The materials were used by 83 elementary schools, junior high schools, senior high schools, post-secondary schools, schools for the handicapped, correctional facilities, extension service, and job service agencies. Over 275 teachers, counselors, and others used the materials throughout the state.

E. To update the Career Competency material as needed.

Approximately $750 worth of career education materials were added to the materials collection. Forms used for in-service and other meetings were modified to meet the needs of the nature of the meetings. A copy of those materials most often used for in-servicing is found in Appendix D.

A new bibliography of materials available for checkout was developed this year. This bibliography was distributed to all South Dakota schools at the VIEW workshops held in the fall.

F. Collect and research information concerning existing career education training programs in effect at teacher, counselor, and administrator education institutions.

A collection of approximately twenty-five different resource books related to this topic was gathered. The Educational Resources Information Center (ERIC) Clearinghouse On

Career Education provided nine of these books. It became apparent that relatively few colleges and universities have developed written plans for the infusion of career education into their training programs.

G. Survey all private and public teacher, counselor, and administrator education institutions in South Dakota to determine what is presently being done in career education.

A Survey of Career Education Emphasis in Teacher, Counselor, and Administrator Preparation was developed. (Appendix E). The use of the survey form was discussed with the Dean of Education at each institution. The use of the form was encouraged, however, not mandated. A few of the Deans expressed the fact that their faculty had recently been "surveyed to death" and therefore, would rather not use the survey. As a result, only five of the eleven institutions did complete the survey with faculty members in the education departments. A summarization of the results is included in Appendix F.

H. Assist in the formulation of a Career Education Committee and Career Education Coordinator for each cooperating institution.

The Dean of Education at each cooperating institution either appointed a career education coordinator or volunteered to serve in that capacity. Career education committees were named at South Dakota State University, Northern State College, Black Hills State College, Augustana College, Dakota Wesleyan University, Mount Marty College, and Huron College.

I. Assist the institutions with on-campus development of a plan for infusion of career education into teacher, counselor, and administrator education.

A meeting was held in September or October with the Dean or Chairperson of the Education Division at each of the following institutions: South Dakota State University, University of South Dakota/Vermillion, University of South Dakota/Springfield, Augustana College, Sioux Falls College, Mount Marty College, Northern State College, Black Hills State College, Dakota Wesleyan University, and Dakota State College. Because of scheduling conflicts, the initial meeting with Yankton College could not be held until February. At these meetings the proposed objectives were discussed and an invitation to participate was extended. All institutions, except Yankton College, agreed to cooperate. At Yankton College the chairperson of the education division decided not to proceed any further because she was leaving the institution and felt that the next chairperson should be involved.

A suggested model on which to build an institutional career education plan was developed and presented to each institution. See Appendix G. The model was based on the South Dakota State Plan for Career Education. Each institution was encouraged to develop their own local plan based on this model. Below is a summary of the status of the development of career education plans at the respective institutions at the time of this writing. A copy of the Black Hills State College plan is included in Appendix H.

Augustana College--in process.

Black Hills State College--completed.

Dakota State College--will not be able to complete plan this year due to other priorities taking faculty time.

Dakota Wesleyan University--in process.

Mount Marty College--have verbal commitment, however, completion appears doubtful.

Northern State College--need another year. Career education coordinator assigned to a number of other committee responsibilities which have taken priority due to new President's needs, therefore, career education has been delayed.

Sioux Falls College--because of heavy staff loads and North Central evaluation, the Dean of Education, even though supportive of career education, did not want to commit any more staff time.

South Dakota State College--near completion.

University of South Dakota/Springfield--primarily training vocational teachers who later work at the post-secondary level. Wants to see other plans when completed.

University of South Dakota/Vermillion--gave verbal commitment, however, no action.

Yankton College--Director of Education Department is leaving the institution, delayed action so that new director can lead activities.

Career education presentations were made by Career Competency staff to student teachers at Augustana College, Sioux Falls College, Dakota Wesleyan University, South Dakota State College, and the University of South Dakota.

J. Make available to the institutions on a checkout basis career education resource materials in the Career Competency Program collection.

Each of the institutions were provided with books containing elementary, junior high, senior high, and special needs career education activities developed by teachers from throughout South Dakota. They were also provided with copies of A Selected, Annotated Bibliography of Career Education Materials in which are listed the materials which can be checked out from the Career Competency Office. The checkout service was made available to each institution. Each career education coordinator was provided with a copy of the South Dakota State Plan for Career Education. At most of the institutions these materials were placed in a resource library where both faculty and students had access to them.

General:

In addition to carrying out the activities to meet the previously stated objectives, the Career Competency staff was involved in making presentations and particpating at a wide variety of meetings and conventions. Descriptions of some of these activities follow.

Bibliographies of career education materials available for checkout from the Career Competency office were disseminated to schools represented at nine VIEW workshops conducted around the state. A slide/tape presentation regarding the Career Competency Program was made.

Booths at which materials were displayed and information on the Career Competency Program was given were set up at the South Dakota State Fair and South Dakota Personnel and Guidance Association State Convention.

Presentations were given at the South Dakota Education Association Convention, School Administrators of South Dakota Convention, South Dakota Vocational Association Conference, and the 4-H State Leadership Conference.

A "News and Views" Newsletter containing information pertinent to the Career Competency Program and South Dakota VIEW was disseminated statewide three times during the year. See Appendix I.

BUDGET

CAREER COMPETENCY

July 1, 1978 - June 30, 1979

	Original Projection	Actual Expenditure
Salaries	$75,840.00	$76,562.50
Fringe Benefits	9,700.00	10,278.25
Travel	13,000.00	11,659.97
Supplies	4,000.00	4,238.49
Service Contract	300.00	259.50
Postage	1,000.00	697.57
Materials	3,000.00	1,572.19
Filmstrip	160.00	353.56
Clerical & Consulting	1,000.00	738.90
Telephone	1,000.00	1,271.56
	$109,000.00	$107,632.49

Carry over money from 1978-79 fiscal year	$ 1,367.51
Carry over money from 1977-78 fiscal year	1,598.29
TOTAL	$ 2,965.80

APPENDIX A

CAREER EDUCATION WORKSHOP AGENDA

CAREER EDUCATION WORKSHOP AGENDA

Introduction to Career Competency Program

Career Education Definition

Survey of Career Education Planning Activities

SECONDARY SESSIONS

South Dakota VIEW
Career Exploration
Community Survival Skills
Program Assessment
Bibliography & Resources
Writing Activities
Materials Review
Evaluation

ELEMENTARY SESSIONS

Program Assessment
Bibliography & Resources
Writing Activities
Materials Review
South Dakota VIEW
Evaluation

APPENDIX B

ELEMENTARY CAREER COMPETENCY IN-SERVICE EVALUATION

ELEMENTARY

CAREER COMPETENCY IN-SERVICE EVALUATION

School____

Grade Level: (Circle one) Elementary Middle School/
Junior High

1. Which three topics of discussion today were most helpful to you? (check thre

_____ Intro. to Career Competency Program

_____ Career Education Definition

_____ Survey of CE Planning Activities

_____ South Dakota VIEW

_____ Materials Review

_____ Bibliography

_____ Program Assessment

_____ Writing Activities

_____NCCE Libraries

2. If you had to miss one of the activities of thw workshop, which one would you choose? Why?

_____ Intro. to Career Competency Program

_____ Career Education Definition

_____ Survey of CE Planning Activities

_____ South Dakota VIEW

_____ Materials Review

_____ Bibliography

_____ Program Assessment

_____ Writing Activities

_____ NCCE Libraries

WHY?

3. Was the display of curriculum and multi-media materials helpful?

____yes ____no

If yes, how did it help?

If no, how could it have been improved?

4. Were the presenters helpful?

____yes ____no

How could they have been more helpful to you?

5. Was the amount of time for the workshop sufficient?

_____sufficient ____too long ____too short

6. Are there any suggested changes that would have made the workshop more meaningful for you?

7. Are you satisfied with what you accomplished during the workshop?

____yes ____no

Please comment:

SECONDARY

CAREER COMPETENCY IN-SERVICE EVALUATION

School____

Grade Level: (Circle one) Junior High/ Middle school Senior High

1. Which three topics of discussion today were most helpful to you? (Check three)

_____ Intro. to Career Competency Program

_____ Career Education Definition

_____ Survey of CE Planning Activities

_____ South Dakota VIEW

_____ Career Exploration

_____ Community Survival Skills

_____ Program Assessment

_____ Bibliography

_____ Writing Activities

_____ NCCE Libraries

_____ Materials Review

2. If you had to miss one of the activities of the workshop, which one would you choose? Why?

_____ Intro. to Career Competency Program

_____ Career Education Definition

_____ Survey of CE Planning Activities

_____ South Dakota VIEW

_____ Career Exploration

_____ Community Survival Skills

_____ Program Assessment

_____ Bibliography

_____ Writing Activities

_____ NCCE Libraries

_____ Materials Review

WHY?

3. Was the display of curriculum and multi-media materials helpful?

_____ yes _____ no

If yes, how did it help?

If no, how could it have been improved?

4. Were the presenters helpful?

_____ yes _____ no

How could they have been more helpful to you?

5. Was the amount of time for the workshop sufficient?

_____ sufficient _____ too long _____ too short

6. Are there any suggested changes that would have made the workshop more meaningful for you?

7. Are you satisfied with what you accomplished during the workshop?

_____ yes _____ no

Please comment:

APPENDIX C

STATE-WIDE SURVEY OF NEEDS FOR CAREER EDUCATION

STATE-WIDE SURVEY OF NEEDS FOR CAREER EDUCATION

Division of Elementary and Secondary Education

Elementary School

FOR: Students, Grades Three through Six

DIRECTIONS FOR ADMINISTERING THE SURVEY: (For Teacher or Counselor)

BEFORE BEGINNING, READ THE FOLLOWING TO YOUR STUDENTS:

In the space provided at the top of the page, write down your grade, whether you are a boy or a girl, and the name of your school.

This activity will give you an opportunity to tell some of the things that you are learning about yourself and about the world of work. We want to know how much you are learning. To tell "how much" you are learning you have three choices. The first choice indicates that you are learning "quite a bit," and the middle choice indicates that you are learning "a little bit," and the last choice indicates that you are learning "nothing" about this. Place a check mark in the place that best describes what you are learning. There are no right and wrong answers. What you choose is right for you. It does not matter what the person sitting next to you chooses.

There is one example. We will do it together so you can see how it is done. It says, "I am learning how to play games at school." If you are learning to play games at school "quite a bit" place an "X" in the middle column. If you are not learning to play games at school, place an "X" in the last column where it indicates "none."

****

If you have students in your class with reading difficuluties you may read the statements aloud to them.

If students have questions, tell them to use their own best interpretation for the meaning of the statement.

SURVEY OF NEEDS FOR CAREER EDUCATION
SOUTH DAKOTA DIVISION OF ELEMENTARY AND SECONDARY EDUCATION

Junior High

For: Junior High Students

DIRECTIONS:

This activity will provide you with an opportunity to tell what areas of education that you need additional information and/or assistance. As we make plans to assist you in preparing for your future it is important that we know what you feel should be included in the school program as it relates to career education.

Read each item carefully. In the space at the right indicate your reaction to the statement. There are three choices; they are:

"I need some help with this."
"I am already getting all the help I want with this."
"I don't have this need." (no help needed)

Mark with an 'X' the appropriate space. (You need not include your name.) There are no right or wrong answers.

Name______________________________

Grade______________ Date______________

Boy______________ Girl______________

School______________________________

I NEED:	I Need Help With This	I Am Getting All The Help I Want With This	I Don't Have This Need
1. To understand the importance of being physically fit for work and leisure time.			
2. To know how my abilities affect my choice of high school subjects.			
3. To begin looking at possible occupations.			
4. To understand what grades I should be able to obtain.			
5. To know why improving my reading skills is important.			
6. To know the importance of school in my future.			
7. To learn how to plan for my future.			
8. To understand how English or communication skills will help me get and keep a job.			
9. To understand, accept and like myself better.			

	I Need Help With This	I Am Getting All The Help I Want With This	I Don't Have This Need
10. To know how others see and feel about me.			
11. To know how social studies will help me understand my country and the rest of the world.			
12. To develop confidence in myself.			
13. To understand more about dating, love and sex.			
14. To talk about personal things with a counselor.			
15. To have someone listen to me when I have a problem.			
16. To see where music fits into my lifestyle and leisure time.			
17. To learn how to tell others of my feelings.			
18. To understand how being male or female affects my life.			
19. To understand more about the use/abuse of drugs.			
20. To understand more about the use/abuse of alcohol.			
21. To understand what science has to do with my future work and/or environment.			
22. To better get along with and understand other students.			
23. To know how to get along with my family.			
24. To see how home economics will be helpful in my future work and/or family life.			
25. To know about occupational information in the guidance office.			
26. To know how to get along better with members of the opposite sex.			
27. To develop friendships with both sexes.			
28. To be more understanding of persons whose views, appearance or actions are different from mine.			

SURVEY OF NEEDS FOR CAREER EDUCATION
SOUTH DAKOTA DIVISION OF ELEMENTARY AND SECONDARY EDUCATION

Junior High

For: Junior High Students

DIRECTIONS:

This activity will provide you with an opportunity to tell what areas of education that you need additional information and/or assistance. As we make plans to assist you in preparing for your future it is important that we know what you feel should be included in the school program as it relates to career education.

Read each item carefully. In the space at the right indicate your reaction to the statement. There are three choices; they are:

> "I need some help with this."
> "I am already getting all the help I want with this."
> "I don't have this need." (no help needed)

Mark with an 'X' the appropriate space. (You need not include your name.) There are no right or wrong answers.

Name______________________________

Grade______________ Date______________

Boy______________ Girl______________

School______________________________

I NEED:	I Need Help With This	I Am Getting All The Help I Want With This	I Don't Have This Need
1. To understand the importance of being physically fit for work and leisure time.			
2. To know how my abilities affect my choice of high school subjects.			
3. To begin looking at possible occupations.			
4. To understand what grades I should be able to obtain.			
5. To know why improving my reading skills is important.			
6. To know the importance of school in my future.			
7. To learn how to plan for my future.			
8. To understand how English or communication skills will help me get and keep a job.			
9. To understand, accept and like myself better.			

'78-79

		I Need Help With This	I Am Getting All The Help I Want With This	I Don't Have This Need
10.	To know how others see and feel about me.			
11.	To know how social studies will help me understand my country and the rest of the world.			
12.	To develop confidence in myself.			
13.	To understand more about dating, love and sex.			
14.	To talk about personal things with a counselor.			
15.	To have someone listen to me when I have a problem.			
16.	To see where music fits into my lifestyle and leisure time.			
17.	To learn how to tell others of my feelings.			
18.	To understand how being male or female affects my life.			
19.	To understand more about the use/abuse of drugs.			
20.	To understand more about the use/abuse of alcohol.			
21.	To understand what science has to do with my future work and/or environment.			
22.	To better get along with and understand other students.			
23.	To know how to get along with my family.			
24.	To see how home economics will be helpful in my future work and/or family life.			
25.	To know about occupational information in the guidance office.			
26.	To know how to get along better with members of the opposite sex.			
27.	To develop friendships with both sexes.			
28.	To be more understanding of persons whose views, appearance or actions are different from mine.			

'78-79

	I Need Help With This	I Am Getting All The Help I Want With This	I Don't Have This Need
29. To better understand adults.			
30. To build trust with other people.			
31. To understand why learning math skills is important to my future.			
32. To talk to a counselor about career planning.			
33. To better understand the loss of friends and loved ones.			
34. To learn how to be more accepting of my appearance.			
35. To understand separation and divorce.			
36. To see how sports will be helpful in my attitudes toward work and leisure time.			
37. To learn and develop better study habits.			
38. To understand how industrial arts will be used in my leisure time and/or work.			
39. To visit with people employed in my high interest area.			
40. To be able to make decisions.			
41. To know how to approach and talk to my teachers more comfortably.			
42. To be responsible for my actions.			
43. To know how studying literature affects my future life.			
44. To understand how art will be used in my chosen lifestyle.			
45. To learn how to apply for a job.			

78-79

SURVEY OF NEEDS FOR CAREER EDUCATION
SOUTH DAKOTA DIVISION OF ELEMENTARY AND SECONDARY EDUCATION

Senior High

For: Senior High Students

Complete the blanks below. You need not include your name.

Name________________________________ Date____________

Grade________ Boy_____ Girl_____ School____________________

DIRECTIONS:

Below are some examples. Read these examples. Then complete the following items. Read each one carefully. Remember there are no right or wrong answers.

Examples:

No Need	Need Is:			Satisfaction Is:			I NEED:
	Weak	Moderate	Strong	Not Being Met	Partially Met	Being Met	
X							1. To learn how to develop independence.

Because the answer is "NO NEED," all other responses are left blank.

			X		X		2. To understand what I need.

This example shows a "STRONG" need that is only "PARTIALLY MET."

	X					X	3. To write better.

This example shows a "WEAK" need that is "BEING MET."

In the space to the left indicate your reaction to the statement.

No Need	Need Is:			Satisfaction Is:			I NEED:
	Weak	Moderate	Strong	Not Being Met	Partially Met	Being Met	
							1. To know more about my abilities, interests and other characteristics.
							2. To understand, accept, and like myself better.
							3. To develop more confidence in myself.
							4. To understand how my feelings affect my behavior.

No Need	Need Is:			Satisfaction Is:			I NEED:
	Weak	Moderate	Strong	Not Being met	partially met	Being Met	
							5. To understand the importance of being physically fit for work and leisure.
							6. To learn better to tell others how I feel.
							7. To be a better listener and respond better to others so that I can be more accepting and helpful to others.
							8. To better understand people older than myself.
							9. To build trusting relationships with others.
							10. To have someone listen to me when I have problems.
							11. To know how to get along better with my family.
							12. To have better relationships with teachers.
							13. To know how to get along better with members of the other sex.
							14. To develop friendships with both sexes.
							15. To understand my values and the use/abuse of drugs, including alcohol.
							16. To become more tolerant of persons whose views differ from mine.
							17. To know more about my strengths and weaknesses.
							18. To better understand my standardized test scores.
							19. To understand what I can realistically achieve.

'78 - '79

No Need	Need Is:			Satisfaction Is:			I NEED:
	Weak	Moder-ate	Strong	Not Being met	Partially met	Being met	
							20. To know how to assess and evaluate my goals.
							21. To learn how to make decisions.
							22. To find courses which are appropriate to my educational needs.
							23. To understand how communication skills will help me get and keep a job.
							24. To know how social studies will help me in future job opportunities and/or in understanding my country and the rest of the world.
							25. To know why improving my reading skills is important.
							26. To know how studying literature affects my future life.
							27. To understand what science has to do with my future work and/or environment.
							28. To understand how art will be used in my chosen lifestyle.
							29. To see where music fits into my lifestyle and leisure time.
							30. To understand why learning math skills is important to my future.
							31. To see how home economics will be helpful in my future.
							32. To understand how industrial arts will be used in my leisure time or work.
							33. To see how sports will be helpful in my attitudes toward work and leisure time.
							34. To know more about financial aid for continuing education beyond graduation.

'78 - '79

No Need	Need Is:			Satisfaction Is:			I NEED:
	Weak	Moderate	Strong	Not Being met	Partially met	Being met	
							35. To become more aware of educational alternatives after graduation.
							36. To become aware of career training offered in my high interest areas.
							37. To know how the things that are important to me affect my career choice.
							38. To do an in-depth exploration of jobs which relate to my interests and abilities.
							39. To know how important people influence my career choice.
							40. To talk to a counselor about career plans.
							41. To have my parents involved in and to talk with them more about my career plans.
							42. To know what jobs are available locally.
							43. To know where and how to start looking for a job.
							44. To know how to apply and interview for jobs.
							45. To have help to obtain part-time and/or summer work.
							46. To know more about job opportunities in my high interest areas.
							47. To get to know my counselor/advisor better.
							48. To talk about personal concerns with a counselor.
							49. To become more fully aware of the services available through the guidance program.

SURVEY OF NEEDS FOR CAREER EDUCATION K-12
SOUTH DAKOTA DIVISION OF ELEMENTARY AND SECONDARY EDUCATION

Adult

GENERAL INFORMATION:

A. CHECK THE CATEGORY WHICH BEST DESCRIBES YOU. CHECK ONE.

___ 1. Administrator
  ___ Elementary
  ___ Secondary
___ 2. Teacher
  ___ Grade
___ 3. Counselor
___ 4. Parent
___ 5. Community Representative

B. IF YOU CHECKED #5 ABOVE, INDICATE BELOW WHICH CATEGORY BEST DESCRIBES YOU.

___ 1. Labor
___ 2. Industry
___ 3. Business
___ 4. Government
___ 5. Professions
___ 6. Farming/Ranching

* *

DIRECTIONS:

The Career Education Objectives listed below appear in educational literature nationwide. Indicate your opinion as to the relative importance of each objective by circling one of the numbers to the right of the objective.

1 - means VERY important

5 - means NO importance

Try to avoid circling number 3! In order to increase the value of this survey to your local school faculty, whenever you feel that an objective is average in importance, try to decide whether it is:

2 - a little more important than average
4 - a little less important than average.

THE SCHOOL SHOULD PROVIDE LEARNING EXPERIENCES DESIGNED:

For levels K-12, with increasing depth at each level

1. To assist the student with identification of personal interests, aptitudes and values that emphasize his/her own individual development. 1 2 3 4 5

2. To help the student develop acceptance and respect for self and others, and all kinds of work in a world of interdependence. 1 2 3 4 5

3. To give the student opportunities to become more aware of a "social self" and social responsibilities. 1 2 3 4 5

4. To help each student see the relevance between day-to-day learning and the world of work. 1 2 3 4 5

'78-79

Levels K-12 (cont.)

5. To give the students opportunities to contribute service to each other and to others at home, in school and in the community. 1 2 3 4 5

6. To give the student opportunities to develop an appreciation and acceptance of occupations. 1 2 3 4 5

7. To give each student the opportunity to observe and to talk with people who have made occupational choices and are exhibiting effective behavior on the job. 1 2 3 4 5

8. To assist the student in developing decision-making skills with an understanding of responsibility. 1 2 3 4 5

9. To assist each student in assuming increased responsibility for planning one's own time. 1 2 3 4 5

10. To give opportunities for each student to have experience in working with his/her hands. 1 2 3 4 5

11. To provide each child with role models who give evidence that sex, race, color, or national origin are not barriers to freedom of occupational choice and have had success. 1 2 3 4 5

12. To give opportunities for each student to gain knowledge and experience in coping with change and to become aware of changes and new options in the job market. 1 2 3 4 5

For levels 7-12 only

13. To give the student opportunities to develop personal discipline required for work. 1 2 3 4 5

14. To give opportunities for each student to use and to understand career related terms and concepts and to formulate a personal definition of career. 1 2 3 4 5

15. To assist the student in developing and implementing personal and career goals. 1 2 3 4 5

Levels 7-12 (cont.)

16. To give each student opportunities to develop initial communication skills in job seeking 1 2 3 4 5

17. To give opportunities for each student to investigate interest areas and hobbies he/she has identified and to analyze the degree to which hobbies and interests affect his/her present career choice. 1 2 3 4 5

For levels 10-12 only

18. To give each student opportunity to participate in workstudy programs which will provide him/her with experiences in specific occupations in preparation for job entry or for further education. 1 2 3 4 5

19. To assist each student in developing an understanding of working with others in an occupational setting. 1 2 3 4 5

20. To assist the student in developing skills for seeking, acquiring, and holding a job. 1 2 3 4 5

21. To give opportunities for each student to receive occupational information, counseling, and placement services. 1 2 3 4 5

APPENDIX D

IN-SERVICE HANDOUTS

CAREER EDUCATION MASTER PLAN FOR LOCAL SCHOOL DISTRICTS

Phase I

Commitment from the school administration and board of education.

Phase II

Appointment of local career education coordinator and planning committee. (Staff, student, and community participation)

Phase III

Selection of an approach consistent with the school district's philosophy (choice of model)

Phase IV

Determine steps to be taken in developing the Master Plan for Career Education

- Determine objectives of the planning process
- Objectives divided into tasks or activities to be performed
- Tasks - designate the person who will be responsible
- Target dates - dates on which task should be completed

Phase V

Statement of goals

- List possible goals in terms of perceived student need
  - -to be refinded later

Phase VI

Administer needs assessment

(students, teachers, counselors, administrators, parents, representatives of local business, industry, labor, and government)

Phase VII

Conduct a program assessment

- Relate ongoing program to conceptual model
- Locate promising practices and human expertise

Phase VIII

Conduct resource assessment

- available personnel (community and staff)
- available space
- available equipment and materials
- available budget

Phase IX

Statement of objectives

- a number of objectives may be stated for each goal
- achievement of objectives serves as evidence of mastery of the goal

Phase X

Selection of strategies
Person(s) implementing strategies should be involved in the selection of strategies
Be alert to:
- resources (people, time, materials) needed in terms of effectiveness with attention to available resources

Phase XI

Staff development
Planning and scheduling for staff development
(inservice sessions, workshops, etc.)

Phase XII

Evaluation
Monitors performance
Based on achievement of objectives

Phase XIII

Budget projection
Based on utilization of current resources and justification for added expense
Related to goals, objectives, strategies, staff, staff development, evaluation design

Phase XIV

Approval of budget

Phase XV

Implementation of Career Education Plan

INSTRUCTIONAL ACTIVITY

TITLE____ GRADE______________

SUBJECT__________________________

OBJECTIVE

RESOURCES (MEDIA & PERSONNEL)

PROCEDURE

EVALUATION

____

SCHOOL NAME

CAREER EDUCATION PLANNING MODEL

NEED FOR CAREER EDUCATION

Critics of the educational system believe that much of what schools offer our young people is not relevant to their experiences outside of school or to their future, isolates them from the real world, and inadequately prepares them for the world of work. Career education has been considered by many educators and members of local communities as a means to overcome these shortcomings.

A comprehensive career education program involves all students at all grade levels, the total school staff and curriculum, as well as community participants. Career education helps students understand themselves and other people, identify a personal system of values, develop planning and decision-making skills, and ultimately enter gainful employment and a satisfying life style.

Career education is a joint effort by the school and community to help each student understand the world of work, obtain information about the specific educational and job requirements of various careers, and to assist in the acquisition of knowledge and skills that ultimately lead to a career choice.

Career education is present, whether planned or not, both in the formal educational process and in the student's other life experiences. A career education plan attempts to systematize this process by giving direction to the existing curriculum and by effectively involving the community.

THE ______________________________
(SCHOOL NAME)

HAS MADE THE COMMITMENT TO DEVELOP AND IMPLEMENT A CAREER EDUCATION PLAN.

__________ (DATE)
______________________ (SUPERINTENDENT)

__________ (DATE)
______________________ (PRES., BD. OF EDUCATION)

CAREER EDUCATION COMMITTEE

CAREER EDUCATION COORDINATOR

MEMBER	REPRESENTING
MEMBER	REPRESENTING
MEMBER	REPRESENTING
MEMBER	REPRESENTING
MEMBER	REPRESENTING
MEMBER	REPRESENTING
MEMBER	REPRESENTING
MEMBER	REPRESENTING

COMMITTEE RESPONSIBILITIES

1. Determine steps to be taken in developing the Local Plan for Career Education.
    - a. Determine task or activities to be performed.
    - b. Designate individuals to be responsible for each task.
    - c. Set target date for completion of each task.

2. Review the above determined projects as they are submitted by the task forces.

3. Present tentative plan for Career Education to entire school staff.

4. Present tentative plan for Career Education to community.

5. Implement Local Career Education Plan.

6. Evaluate periodically to determine if stated goals are meeting student needs. Make necessary changes.

TIMELINE

DATE(S)

Administrative Commitment ____________________

Selection of a career education committee ____________________

In-service date ____________________

Adoption of career education definition ____________________

Needs assessment administered ____________________

Adoption of goals ____________________

Objectives finalized ____________________

Present program assessment ____________________

Correlation of present program with needs assessments ____________________

Resource assessment ____________________

Strategy development ____________________

Budget planning ____________________

Implementation ____________________

Evaluation ____________________

CAREER EDUCATION DEFINITION

AN INSTRUCTIONAL STRATEGY WHICH PROVIDES AN OPPORTUNITY FOR ALL STUDENTS TO PREPARE FOR A SUCCESSFUL LIFE OF WORK BY INCREASING THEIR OPTIONS FOR OCCUPATIONAL CHOICE THROUGH EDUCATIONAL EXPERIENCES WHICH FOCUS UPON SELF-UNDERSTANDING, AN AWARENESS OF THE WORLD OF WORK, THE DEVELOPMENT OF BASIC SKILLS ESSENTIAL TO ALL OTHER LEARNING, A BROAD ORIENTATION TO OCCUPATIONS (PROFESSIONAL AND NON-PROFESSIONAL), INDEPTH EXPLORATION OF SELECTED (OCCUPATIONAL) CLUSTERS, PLANNING AND TRAINING FOR INITIAL EMPLOYMENT, PLACEMENT, AND TRAINING REQUIRED FOR ADVANCEMENT WITHIN THE CAREER. CAREER EDUCATION INCLUDES THE TOTAL COMMUNITY WITH BOTH THE SCHOOL AND THE COMMUNITY PROVIDING THE ENVIRONMENT AND THE RESOURCES.

CAREER EDUCATION NEEDS ASSESSMENT RESULTS

CAREER EDUCATION GOALS

1. Self-Understanding
    a. Development of concepts related to self
    b. Clarification of the self-concept
    c. Reality testing of the self-concept
    d. Ability to present one's self objectively

2. World of Work
    a. Awareness of different types of occupational roles
    b. Identification with workers
    c. Recognition of concepts related to the world of work
    d. Acquisition of knowledge of occupations and work settings
    e. Expansion of knowledge and experience in work settings and occupations
    f. Acquisition of respect for other people and the work they do
    g. Comprehension of the structure and interrelatedness of the American economic, occupational, and technological systems
    h. Comprehension of the dynamics of group behavior in a work situation
    i. Acquisition of the discipline of work
    j. Acquisition of the knowledge of the tentativeness of career choice
    k. Acquisition of the knowledge of educational and vocational resources

3. Basic Skills
    a. Development of communication skills
    b. Comprehension of printed materials
    c. Development of individual inquiry and problem-solving skills
    d. Comprehension of math concepts and development of computational skills

4. Interpersonal skills
    a. Awareness of individual responsibility for one's own actions
    b. Implementation of interpersonal skills
    c. Development of socially responsible behavior
    d. Acquisition of a sense of personal independence

5. Decisoin-Making
    a. Practice in rudimentary decision-making skills--alternatives
    b. Assuming increased responsibility for planning one's time
    c. Clarification of the decision-making process as it relates to self-application of problem-solving skills
    d. Executing plans to qualify career objectives
    e. Commitment to implementation of a career plan

6. Values
    a. The role of values in the decision-making process
    b. Assuming responsibility for career planning
    c. Exposure to and utilization of unbiased sex, race, and role-free career materials

7. School Environment
   a. Goals
   b. Career advisory group
   c. Personnel--trained, motivated
   d. Cooperative environment
   e. Curriculum--to infuse into the curriculum appropriate materials for relevancy between the world of school and the world of work
   f. Materials
   g. Role models--non-traditional role options that give evidence that career options are open to all regardless of sex and race

OBJECTIVE: (Elementary)

1. . . . to be provided with school activities designed to assist with identification of personal interests, aptitudes, and values.

2. . . . to provide each student with an opportunity to recognize his/her own uniqueness and an awareness of the unique qualities of others.

3. . . . to provide each student with opportunities to become more aware of "social self" and social responsibilities.

4. . . . to provide each student with the opportunity to develop acceptance and respect for self and others.

5. . . . to provide each student with opportunities to contribute service to each other, and to others at home, in school, and in the community.

6. . . . to provide each student with the opportunity to develop appreciation and acceptance of occupations.

7. . . . to provide each student with experiences designed to develop decision-making skills with an understanding of responsibility.

8. . . . to assist the student in assuming increased responsibility for planning one's own time.

9. . . . to provide each student with opportunities to meet workers from various occupations.

10. . . . to provide each child with role models who give evidence that sex, race, color, or national origin are not barriers to freedom of occupational choice.

11. . . . to provide opportunities for each student to have experience in working with his/her hands.

12. . . . to help each student understand the relationship of school subjects to the world of work.

13. . . . to provide opportunities for the student to gain knowledge and to become aware of changes and new options in the job market.

OBJECTIVE: (Junior High)

1. . . . to provide experience for students at this level that emphasize their own individual development.

2. . . . to provide for further experiences in the decision-making process.

3. . . . to provide the student with opportunities to see the relevance between his/her day-to-day learnings in school and future plans.

4. . . . to provide opportunities for the student to use and to understand career related terms and concepts.

5. . . . to provide opportunities for developing positive attitudes of acceptance and respect for self, others, and working.

6. . . . to provide for the development in students of social learning skills as they relate to the adolescent.

7. . . . to provide opportunities for the student to explore and to verbalize his/her values and how these values affect present and future decision-making.

8. . . . to provide opportunities for comprehensive planning--career and personal--as related to current goals.

9. . . . to provide opportunities to acquire knowledge and experience with educational and vocational resources.

10. . . . to provide and develop initial communication skills in job seeking.

11. . . . to provide students with role models who give evidence that sex, race, color are not barriers to freedom of occupational choice.

12. . . . to provide opportunities for students to gain knowledge and experience in coping with change.

OBJECTIVE: (Senior High)

1. . . . to provide the student with the opportunity to investigate interest areas and hobbies he/she has identified and to analyze the degree to which hobbies and interests affect his/her present career choice.

2. . . . to provide the student with the opportunity to formulate a personal definition of career.

3. . . . to provide the student with the opportunity to observe and to talk with people who have made choices and are exhibiting effective behavior as it relates to work.

4. . . . to provide opportunities for student participation in work-study programs which provide students with experiences in a selected occupational cluster or a specific occupation in preparation for job entry or for further education.

5. . . . to provide the student with continuing experiences in planning and following through on plans to implement career plans/goals.

6. . . . to provide additional opportunities for the student to verbalize his/her values and how values affect present and future decision-making.

7. . . . to provide opportunities for the student to gain knowledge and experience in dealing with change and the possible tentativeness of career choice in a changing world.

8. . . . to provide the student with learning experiences that give him/her an understanding of the dynamics of group behavior in a work situation.

9. . . . to provide the student with skills needed in the area of acquiring and holding a job.

10. . . . to provide the student with the opportunity to experience the personal discipline required in working.

11. . . . to develop in the student the commitment to the implementation of a career plan.

12. . . . to provide the student with an opportunity to receive the personnel services in the area of information, counseling, and placement.

13. . . . to provide students with role models who give evidence that sex, race, color are not barriers to freedom of occupational choice.

14. . . . to provide opportunities for students to develop positive attitudes of acceptance and respect for self, others, and work.

15. . . . to provide opportunities for the student to develop social skills.

INSTRUCTIONAL ACTIVITY

TITLE____GRADE____________

SUBJECT____________________________

OBJECTIVE

RESOURCES(MEDIA & PERSONNEL)

PROCEDURE

EVALUATION

CAREER EDUCATION RESOURCES

SCHOOL NAME ______________________________

GRADE LEVEL ______________________________

TEACHER ______________________________

KITS

FILMSTRIPS

FILMS

FLIP CHARTS

BOOKLETS

TAPES

TEXTS

WORKBOOKS

MISCELLANEOUS

If additional space is needed, use back side of this sheet, another form, or additional paper.

STRATEGIES

1. Delete duplication
2. Determine what should be continued
3. Develop activities to meet needs not presently being met
4. Refer to Red Leader's Guide, tab H, Staff Development Model

APPENDIX E

SURVEY OF CAREER EDUCATION EMPHASIS IN TEACHER, COUNSELOR, AND ADMINISTRATOR PREPARATION

SURVEY OF CAREER EDUCATION EMPHASIS IN

TEACHER, COUNSELOR AND ADMINISTRATOR PREPARATION

The purpose of this survey is to obtain information regarding the attitudes and practices of college educators in preparing teachers, counselors and administrators for infusing career education into elementary and secondary education. Your completion of this survey will assist in planning curricula/instructional strategies in career education for the pre-service education of teachers, counselors and administrators.

In the South Dakota State Career Education Plan, career education is defined as an instructional strategy which provides an opportunity for all students to prepare for a successful life of work by increasing their options for occupational choice through educational experiences which focus upon self-understanding, an awareness of the world of work, the development of basic skills essential to all other learning, a broad orientation to occupations, indepth exploration of selected occupational clusters, planning and training for initial employment, placement, and training required for advancement within the career. Career education includes the total community with both the school and the community providing the environment and the resources.

Listed below are a series of objectives for infusing career education into the preparation of teachers, counselors and administrators. In the column on the left, please indicate the degree of importance that each objective has in your consideration of adequately prepared teachers, counselors and administrators. In the column on the right, indicate the degree to which you feel that the stated objective is being accomplished in the classes that you teach.

Response Key

VI = Very Important
I = Important
SI = Somewhat Important
NI = Not Important

HD = Accomplished to a High Degree
MD = Accomplished to a Moderate Degree
SD = Accomplished to a Slight Degree
NA = Not Accomplished

VI	I	SI	NI	Teachers, counselors and administrators should possess the competency to:	HD	MD	SD	NA
				1. Formulate a career education rationale through identification/understanding of career education principles.				
				2. Identify the implications of career education for the total education of each individual student.				
				3. Develop short- and long-range program plans for implementing career education.				
				4. Develop and apply appropriate interpersonal skills necessary for planning and implementing career education experiences.				

CAREER EDUCATION: PRE-SCHOOL THROUGH 12

Part I

The career education goals and objectives, pre-school through 12, set forth in this section of the state plan, are predicated on concepts of developmental growth that take into consideration the physical and psychological aspects of student development at various levels of their schooling. These tenets have always been the basis of sound educational planning and need continued incorporation as career education concepts and practices are infused into the curriculum.

The objectives, although they speak to specific objectives at each level, are not discrete. The objectives build on each other, and yet no one objective is truly completed with the movement to a different educational level. Career education is a developmental process and therefore, awareness of self, awareness of the world of work, interpersonal skills, values, decision-making skills are constantly growing and changing parts of the process that need inclusion at each level.

CAREER EDUCATION GOALS

1. Self-Understanding
   - a. Development of concepts related to self
   - b. Clarification of the self-concept
   - c. Reality testing of the self-concept
   - d. Ability to present one's self objectively

2. World of Work
   - a. Awareness of different types of occupational roles
   - b. Identification with workers
   - c. Recognition of concepts related to the world of work
   - d. Acquisition of knowledge of occupations and work settings
   - e. Expansion of knowledge and experience in work settings and occupations
   - f. Acquisition of respect for other people and the work they do
   - g. Comprehension of the structure and interrelatedness of the American economic, occupational, and technological systems
   - h. Comprehension of the dynamics of group behavior in a work situation
   - i. Acquisition of the discipline of work
   - j. Acquisition of the knowledge of the tentativeness of career choice
   - k. Acquisition of the knowledge of educational and vocational resources

3. Basic Skills
   - a. Development of communication skills
   - b. Comprehension of printed materials
   - c. Development of individual inquiry and problem-solving skills
   - d. Comprehension of math concepts and development of computational skills

4. Interpersonal skills
   - a. Awareness of individual responsibility for one's own actions
   - b. Implementation of interpersonal skills
   - c. Development of socially responsible behavior
   - d. Acquisition of a sense of personal independence

5. Decision-Making
    a. Practice in rudimentary decision-making skills--alternatives
    b. Assuming increased responsibility for planning one's time
    c. Clarification of the decision-making process as it relates to self-application of problem-solving skills
    d. Executing plans to qualify career objectives
    e. Commitment to implementation of a career plan

6. Values
    a. The role of values in the decision-making process
    b. Assuming responsibility for career planning
    c. Exposure to and utilization of unbiased sex, race, and role-free career materials.

7. School Environment
    a. Goals
    b. Career advisory group
    c. Personnel--trained, motivated
    d. Cooperative environment
    e. Curriculum--to infuse into the curriculum appropriate materials for relevancy between the world of school and the world of work
    f. Materials
    g. Role models--non-traditional role options that give evidence that career options are open to all regardless of sex and race

OBJECTIVES: PRE-SCHOOL -- GRADE 3

1. To provide each child with an opportunity for self-identification and self-assessment

2. To provide each child with an opportunity to recognize his/her own uniqueness and an awareness of the unique qualities of others

3. To provide each child with an opportunity for developing social relationships and effective communication patterns

4. To develop in each child positive attitudes of acceptance and respect for self, others, and working

5. To develop in each child appreciation and acceptance of occupations found in the community

6. To provide each child with opportunities for making decisions and accepting responsibility for his/her actions

7. To provide each child with opportunities to meet with work models from home, school, and community

8. To provide each child with role models who give evidence that sex, race, color are not barriers to freedom of occupational choice

9. Emphasis placed on elimination of sex and racial stereotyping including a heightened awareness of the nature and implications of Title IX and Title VII.

10. Increases exposure on the part of counselors to the business/labor/industrial community including greater utilization and appreciation of community resources.

11. Increased ability to consult with teachers in the area of career development and in the provision of career development in-service/staff development programs within the school.

12. A thorough examination of the attitudes of counselors toward career development as an important aspect of the school guidance program.

13. Orientation and skill development in methods of effecting and handling change.

14. Exposure to the process of developing and writing grant proposals.

15. Emphasis on skills, approaches and techniques for involving parents in the career development process.

Administrator Development

The following strategies are suggested for consideration in the preparation of school administrators:

1. Development of skills to provide increased leadership and direction to the local school district's career education program.

2. Design strategies to emphasize career education as a priority goal in the local school educational program.

3. Involve the widest possible community and school participation in the career education policy decision-making process.

4. Facilitate the provision of time, materials and finances required for the implementation of a comprehensive career education program in the local school district.

5. Initiate curriculum revision which is geared toward providing an expanded set of educational opportunities available to all students.

6. Develop an increased awareness and understanding of the importance and nature of career development as it permeates all parts of the school program.

6. Increase the awareness of college educators to the total world of work.

7. Develop awareness of the importance of self-awareness as a basis for career education.

8. Increase the attention placed on the career development of the teacher trainee. Emphasis placed on this will enable teachers to be more effective in guiding the career development of learners.

9. Enhance appreciation for the importance of learner involvement in the decision-making process.

10. Emphasize that any credible career education program is a team-developed and team-facilitated program.

Counselor Development

The following strategies are suggested for consideration in the preparation of school counselors:

1. Greater counselor involvement in the business/labor/industrial community as well as in the home environment.

2. An emphasis on the role of the counselor as a member of the career education team and away from emphasis as an isolated professional.

3. Emphasis on career guidance in lifestyle terms and away from the narrow view of occupational guidance often emphasized in the past.

4. Emphasis on the counselor as a major influencer of curriculum change and away from a view of the counselor as one who helps students adjust to the curriculum.

5. Emphasis on the concept of work as a means of helping students acquire self-understanding and personal meaningfulness.

6. Assurance that all school counselors be exposed to a course in career education in their graduate training.

7. The development of a model of career education whereby career development concepts are addressed in a variety of appropriate courses.

8. The practicum/internship should include defined career education experiences under the supervision of a certified school counselor.

PLAN FOR THE INFUSION OF CAREER EDUCATION INTO TEACHER EDUCATION, ADMINISTRATOR EDUCATION, AND COUNSELOR EDUCATION

The plan for infusing career education into the preparation of teachers, administrators and counselors is listed below with a specific description of strategies designed to enhance the ultimate development of each of the educator groups.

Teacher Development

The following strategies are suggested as important in establishing a process whereby teachers and special services personnel may receive appropriate preparation in career education concepts and practices:

1. Provide a method whereby teacher educators can increase their awareness and understanding of career education concepts and practices.

2. Insure that the relationship of career education to the specific teaching content fields, e.g., mathematics, English, science, etc., is explained in the subject matter methods courses wherever applicable.

3. Encourage the development of a model of teacher preparation that incorporates career education in a manner that teacher trainees can adapt to future teaching responsibilities. For example, rather than teaching a separate career education course within the teacher education program, incorporate career education as it relates to each teacher education course. Courses such as Audio Visual Methods and Materials, Methods of Teaching, Tests and Measurements, Introduction/Philosophy of Education, Educational Psychology, and Principles of Guidance could each be related to career education. This model would encourage teacher trainees to view career education as readily adaptable to the courses that they will teach rather than concentrated in a specialized course at the elementary and/or secondary school level.

4. Career education instruction should include "hands-on" experiences with career development materials.

5. A concerted effort should be made to eliminate sex role and racial stereotyping in educational modeling at the collegiate level. Careful attention needs to be placed on the language and examples used at both the professorial and student levels.

2. Implementing Career Education - Competency in developing short and long-range programs plans for implementing career education.

3. Developing Interpersonal Skills - Competency in developing and applying appropriate and varied interpersonal skills necessary for planning and implementing career education experiences.

4. Developing Decision-Making Skills - Competency in enabling learners to acquire and apply decision-making skills.

5. Facilitating Student Self-Development - Competency in enabling learners to identify and clarify personal abilities, interests and values in relation to their career development.

6. Utilizing Community Resources - Competency in identifying and using community resources which assist learners in their career development.

7. Involving Parents - Competency in working with the learner to involve parents in the learner's career development.

8. Eliminating Racism and Sexism - Competency in providing career development experiences in ways that will make both educational and career opportunities more open and available to all youth, regardless of race or sex.

9. Identifying Needs of Special Clients - Competency in the unique career development needs of special client groups (women, minorities, handicapped; disadvantaged personad, etc.) and the skills necessary to assist them in their development.

10. Utilizing Occupational Information - Competency in enabling learners to identify and understand the similarities and differences in the nature of various occupations, requirements for job entry, worker characteristics, personal characteristics, and other occupational information factors.

11. Evaluating Career Development Programs - Competency in program evaluation techniques nad the acquisition of the skills necessary to acquire evidence regarding the effectiveness of career education programs.

To provide a comprehensive educational preparation in career development, the following aspects are important in providing a framework for the infusion of career education into teacher education, administrator education, and counselor education:

1. A need exists to increase the awareness and understanding of teachers, administrators and counselors of the career education concept.
2. The focus for all three educator groups should be similar. This focus should include awareness of career education concepts, importance of career development in the total educational program, and action strategies for the implementation of career education.
3. A team approach is considered appropriate whereby teachers, administrators and counselors are engaged in career education concepts and practices which are mutually supportive of each other.
4. Career education takes place in the total community, The involvement of the home, community, and business/labor/industry with the school is a vital part of a well developed career education program.
5. Emphasis needs to be placed on increasing the awareness of teachers, administrators and counselors of the entire world of work. Career education needs to be viewed broadly rather than from a narrow individual experience perspective.
6. The concept of self-awareness as a basis for career education needs to permeate all programs planned for the three educator groups.

GENERAL CAREER EDUCATION COMPETENCY AREAS OF OF TEACHERS, ADMINISTRATORS AND COUNSELORS

To facilitate the implementation of career education in the schools, the following career development competency areas are considered to be important in the preparation of South Dakota teachers, administrators and counselors:

1. Understanding Career Education - Competency in formulating a career education rationale through identification/understanding of career education principles; competency in identifying the implications of career education for the total education of each individual student.

and in the development of decision-making skills; thus, enabling them to enter avocations and vocations by informed choice rather than by chance.

Career education fosters flexibility in attitudes, skills, and knowledge in order to cope with accelerated change and obsolescence. It encourages individuals to consider the interrelationships between preferred life style and career choice, and to plan and prepare for meaningful, satisfying lives including the preparation for appropriate employment whenever leaving formal education. Culminating components of career education include placement services and follow-up of former students as a means of evaluating the effectiveness of educational and placement programs.

Career education can serve as a delivery system for both individual career development and optimal development of human potential for our rapidly changing society.

Coordinated career education requires support from school boards and administrators, preservice and inservice training of staffs, and the involvement and commitment of school personnel, parents, consumer groups, employers, labor, management, professionals, agencies, and the entire community.

PHILOSOPHY AND RATIONALE

In order that an appropriate education may be provided for students throughout the South Dakota public and private educational systems, it is necessary for teachers, administrators and counselors to have an understanding and competency in the provision of career development concepts and experiences. To achieve these understandings and competencies, both pre-service and in-service education in career development need to be provided to school personnel.

employment, placement, and training required for advancement within the career. Career education includes the total community with both the school and the community providing the environment and the resources.

CONCEPTUAL BASE

The following conceptual base for career education was defined in the South Dakota State Plan for Career Education.

Career education is a guidance and instructional strategy which aims to motivate and improve educational achievement while relating school programs to their application in vocational and avocational pursuits outside the school; and it facilitates the integration of career development concepts with all subjects and at all grade levels. It blends academic and vocational experiences, and it recognizes the home and the community as major components of the learning environment.

Comprehensive, developmental career education involves learners with all kinds and levels of ability. It involves individuals of varied educational, economic, social, and ethnic backgrounds with attention to eliminating the stereotyping of career opportunities by race, sex, economic status and/or handicapped through career education. It includes activities to develop positive attitudes toward self and an understanding of self in relation to others and the environment. It involves students in activities designed to develop positive attitudes toward work and an understanding of the world of work, its nature and structure, and the various factors which impinge upon it; and it encourages individuals to explore and test their interests and aptitudes in a variety of short term, actual, or simulated exploratory work experiences. Along with exploration of selected occupational clusters, career education engages students in guidance and instructional activities which assist them in vocational and educational planning

THE SOUTH DAKOTA STATE PLAN FOR CAREER EDUCATION

Through the legislative support of Public Law 93-380, Section 406, South Dakota was provided an opportunity to develop a comprehensive plan for the implementation of career education in the state. This plan, developed through the involvement of the State Advisory Council on Career Education consisting of representatives from business, labor, industry, government, the professions, and education; addresses the needs of students in grades K-12; the special areas including the Native American, gifted and talented, handicapped, disadvantaged youth, and women; the post-secondary area; inservice/preservice training for administrators, counselors and teachers. The purpose of the plan is to extend and improve career education throughout South Dakota with attention to pre-school through grade twelve, the post-secondary area, and the community sector so that the career development potential of all individuals can be more fully achieved.

DEFINITION OF CAREER EDUCATION

The state Board of Education adopted the following definition of Career Education for the State of South Dakota in November, 1976:

Career Education is an instructional strategy which provides an opportunity for all students to prepare for a successful life of work by increasing their options for occupational choice through educational experiences which focus upon self-understanding, an awareness of the world of work; the development of basic skills essential to all other learning, a broad orientation to occupations (professional and non-professional), indepth exploration of selected (occupational) clusters, planning and training for initial

CAREER EDUCATION

IN

TEACHER, ADMINISTRATOR, AND COUNSELOR

EDUCATION

AT

____

APPENDIX G

SOUTH DAKOTA STATE PLAN FOR CAREER EDUCATION

"I provide opportunities to discover personal interests, skills, and confidence through assignments and discussions in my course. I relate the course to other fields and discuss practical applications of these skills to other areas in life. In depth career concerns usually come up during tutoring. I then refer them our career cneter or a counselor since I was not trained in this manner."

"Point out, when possible, potential job opportunities in the discipline--the training and coursework required. Also to some extent the responsibilities associated with certain careers."

"My courses are generally music & music education courses geared to the music major who is planning to teach. Most of my teaching easily relates to their future teaching job. I do not relate my general education "Man & His Music" course to career education."

"The planning process for teachers."

"Teacher training at all levels is a career. Teaching future teachers to be responsive to other careers is less well defined and not being accomplished, except incidentally, at present."

"Lecture/Discussion on the lumbering industries. Lecture/Discussion and skill application on Building Residential Dwellings. Lecture/Discussion and skill application of the total construction area. Tours of these construction projects in the specific area."

"As a counselor educator, I attempt to bring in all aspects of career education into my classes--even the non-counseling courses."

"My dept. is not engaged in education except in a supplementary capacity--that of academic subjects."

"Relating professions to courses taught, skills required, etc."

"#4 & 6"

*Nine respondents did not respond to this item.

"Integrating career exploration in junior high. Awareness of dual role responsibilities, problems, etc. Preparation to teach career development skills to high school youth. Development of interpersonal skills. Development of decision making skills (much emphasis)."

"I deal only with possible career education programs that are available to schools and mainly in my graduate classes in curriculum."

"Philosophy of choosing vocations. Decision making. Experience in work. Personal adjustment in work. Contact and interview with prospective employers."

"None"

"Self-understanding. Respect for all people including handicapped. Give career ed activities fro students to perform. Bring in variety of people with unusual occupations. Acquaint students with VIEW & other materials."

"Project VIEW. In-depth consideration of career education. Individual oral reports on career education."

"Unit, lesson, or presentation on career education. Emphasize career opportunities in relationship to subject. Emphasis on sexism in our culture."

"Vocational Education Phase of CE."

"Exploration of the Various Areas of the Education Field."

"Respect for all types of work."

"Awareness of career directions possible in the field."

"Interviewing, application and vita preparation, interpersonal skills."

"Understanding of how field integrates with others and careers."

"Daily in classes related to humans and their function."

"Introduction to career ed."

"Use of VIEW materials."

"Involvement in a career decision-making process."

		%	%	%
15.	Teachers do not have enough time to integrate career education into what they teach.	A 11	D 73	U 16
16.	The sole responsibility of career education should be held by the counselor.	A 0	D 98	U 2
17.	Teachers usually are aware of career resources in their community.	A 25	D 56	U 18
18.	Administrators basically have little need for a well developed understanding of career education.	A 0	D 95	U 6
19.	Schools should stress the dignity of workers in their curricula regardless of the tasks those workers perform.	A 95	D 6	U 0
20.	Every class should be instrumental in helping students make decisions about careers.	A 65	D 9	U 25
21.	Counselors should actively assist teachers in integrating career education into the classroom.	A 85	D 4	U 11
22.	The only way career education will work is to employ a person in the school system whose function is to develop and coordinate a career education program.	A 11	D 65	U 23
23.	Career education is another one of those frills that is taking away the basic purpose of education.	A 4	D 84	U 11

Please indicate below aspects of career education that you are implementing in your college classes.

See following pages.

Please check the classification which best describes your present teaching responsibilities:

73% Teacher Educator

16% Counselor Educator

13% Administrator Educator

6% Other, Please describe

Responses to: Please indicate below aspects of career education that you are implementing in your college classes.

"Study:
1. Unique career needs of special client groups (handicapped, disadvantaged, etc.)
2. Awareness of community resources.
3. Decision-making skills.
4. Skills and characteristics of occupations usually open to special client groups."

"ELED 304 Current Practices in Education--Study and discuss place of Career Education in elementary school programs, ways of implementing it, and current programs. Have a speaker on Career Educ."

ELED 322 Tchng. Math and Science in Elem. School--examine some ways career education can be included."

"Career education is a necessity in the economic structure in our country. Career opportunities and planning are incorporated, to one degree or another, in all my classes. The danger comes in the fact that career education is becoming the sole purpose of many peoples education. I find this very disturbing in that if an individual does not have an education in life and living, a career education is a relatively worthless thing."

"Everything done in woodwind methods and percussion methods is geared toward the student's career as a music educator--instrument repair class also covers many of these same aspects."

"The dignity of work."

"Items are rather generally stated -- i.e. every teacher, class, etc. Some classes lend themselves directly to career ed.; others indirectly. The application is not the same."

"Counseling toward seeking summer employment related to the major area or interest. Counseling directed toward shift in major emphasis for students who appear to have chosen goals unrealistic to their abilities."

"None"

"Career Ed is included in those classes pertaining to curr. & life skills."

"I cannot agree with the attitude of this form which seems to imply that career ed. should be brought up in every course."

"Practically non-existent."

"We have unit packets (records, film, pamphlets), used in classes."

"N/A"

"In general psychology--Psyc 101-- 13 sections--all instructors spend time on how psych. can be used. Also stress throughout ALL psyc. courses--application--Career Educ. & Info. in Guidance--much time spent on career counseling--use of career info., etc."

% NONE	% VI	% I	% SI	% NI		% HD	% MD	% SD	% NA	% NONE
0	76	22	2	0	5. Enable learners to acquire and apply decision-making skills.	24	47	22	6	2
0	76	24	0	0	6. Enable learners to identify and clarify personal abilities, interests and values in relation to their career development.	35	27	29	8	2
0	53	36	11	0	7. Identify and utilize community resources which assist learners in their career development.	15	44	24	16	2
0	49	42	6	4	8. Provide career development experiences in ways that will make career opportunities open and available to all youth, regardless of race or sex.	18	31	27	22	2
2	36	45	13	4	9. Assess the unique career development needs of special client groups (women, minorities, handicapped, disadvantaged, etc.) and develop skills necessary to assist in their development.	11	27	38	20	4
2	40	40	18	0	10. Enable learners to identify and understand the similarities and differences in the nature of various occupations, requirements for job entry, worker characteristics, personal characteristics and other occupational information factors.	13	35	25	23	4
2	33	38	27	0	11. Develop evaluation techniques in order to acquire evidence regarding the effectiveness of career education programs.	15	13	36	31	6

Please respond to each statement below on the basis of whether you agree, disagree, or are uncertain. Circle A if you agree, D if you disagree, and U if you are uncertain.

	% A	% D	% U
12. The preparation of teachers, administrators and counselors for career education roles should be a function of this institution.	91	4	6
13. Every pre-service teacher, counselor and administrator should have direct experience in developing career education curricula.	47	9	44
14. To effectively teach career education concepts, teachers will have to change their present methods of instruction.	49	29	22

N = 55

SURVEY OF CAREER EDUCATION EMPHASIS IN TEACHER, COUNSELOR AND ADMINISTRATOR PREPARATION

The purpose of this survey is to obtain information regarding the attitudes and practices of college educators in preparing teachers, counselors and administrators for infusing career education into elementary and secondary education. Your completion of this survey will assist in planning curricula/instructional strategies in career education for the pre-service education of teachers, counselors and administrators.

In the South Dakota State Career Education Plan, career education is defined as an instructional strategy which provides an opportunity for all students to prepare for a successful life of work by increasing their options for occupational choice through educational experiences which focus upon self-understanding, an awareness of the world of work, the development of basic skills essential to all other learning, a broad orientation to occupations, indepth exploration of selected occupational clusters, planning and training for initial employment, placement, and training required for advancement within the career. Career education includes the total community with both the school and the community providing the environment and the resources.

Listed below are a series of objectives for infusing career education into the preparation of teachers, counselors and administrators. In the column on the left, please indicate the degree of importance that each objective has in your consideration of adequately prepared teachers, counselors and administrators. In the column on the right, indicate the degree to which you feel that the stated objective is being accomplished in the classes that you teach.

Response Key

VI = Very Important
I = Important
SI = Somewhat Important
NI = Not Important

HD = Accomplished to a High Degree
MD = Accomplished to a Moderate Degree
SD = Accomplished to a Slight Degree
NA = Not Accomplished

NONE %	VI %	I %	SI %	NI %	Teachers, counselors and administrators should possess the competency to:	HD %	MD %	SD %	NA %	NONE %
0	55	33	13	0	1. Formulate a career education rationale through identification/understanding of career education principles.	13	42	22	11	4
0	49	44	5	2	2. Identify the implications of career education for the total education of each individual student.	16	35	29	16	4
2	45	35	18	0	3. Develop short- and long-range program plans for implementing career education.	4	27	36	27	6
2	58	29	11	0	4. Develop and apply appropriate interpersonal skills necessary for planning and implementing career education experiences.	25	23	31	13	8

APPENDIX F

SURVEY RESULTS OF CAREER EDUCATION EMPHASIS IN TEACHER, COUNSELOR, AND ADMINISTRATOR PREPARATION

15. Teachers do not have enough time to integrate career education into what they teach. A D U

16. The sole responsibility of career education should be held by the counselor. A D U

17. Teachers usually are aware of career resources in their community. A D U

18. Administrators basically have little need for a well developed understanding of career education. A D U

19. Schools should stress the dignity of workers in their curricula regardless of the tasks those workers perform. A D U

20. Every class should be instrumental in helping students make decisions about careers. A D U

21. Counselors should actively assist teachers in integrating career education into the classroom. A D U

22. The only way career education will work is to employ a person in the school system whose function is to develop and coordinate a career education program. A D U

23. Career education is another one of those frills that is taking away the basic purpose of education. A D U

Please indicate below aspects of career education that you are implementing in your college classes.

____

____

____

____

____

Please check the classification which best describes your present teaching responsibilities:

________ Teacher Educator

________ Counselor Educator

________ Administrator Educator

________ Other, Please describe ________________________

____

VI	I	SI	NI		HD	MD	SD	NA
				5. Enable learners to acquire and apply decision-making skills.				
				6. Enable learners to identify and clarify personal abilities, interests and values in relation to their career development.				
				7. Identify and utilize community resources which assist learners in their career development.				
				8. Provide career development experiences in ways that will make career opportunities open and available to all youth, regardless of race or sex.				
				9. Assess the unique career development needs of special client groups (women, minorities, handicapped, disadvantaged, etc.) and develop skills necessary to assist in their development.				
				10. Enable learners to identify and understand the similarities and differences in the nature of various occupations, requirements for job entry, worker characteristics, personal characteristics and other occupational information factors.				
				11. Develop evaluation techniques in order to acquire evidence regarding the effectiveness of career education programs.				

Please respond to each statement below on the basis of whether you agree, disagree, or are uncertain. Circle _A_ if you agree, _D_ if you disagree, and _U_ if you are uncertain.

12. The preparation of teachers, administrators and counselors for career education roles should be a function of this institution. A D U

13. Every pre-service teacher, counselor and administrator should have direct experience in developing career education curricula. A D U

14. To effectively teach career education concepts, teachers will have to change their present methods of instruction. A D U

CAREER EDUCATION COMMITTEE K-12

Teacher

Subject

Grade

The Career Education Committee, K-12, is conducting a survey to determine the extent of career education involvements in the curriuclum at the present time.

The following are some SAMPLE career education concepts which you might have activities for:

- career awareness activities
- self awareness
- decision making
- social skills
- value clarification
- occupational skills
- world of work
- career guidance activities
- career planning
- field trip
- list guest speakers and their subjects

We are interested in structured activities or structured references, not incidental teaching which is the outgrowth of living together in the classroom or school. You are asked to record all examples of activities (title or descriptive phrase or a sentence or two) which you have used, or anticipate using, during this school year. These activities may range from a minute to longer periods of time.

TITLE	DESCRIPTION	TIME

D. NEEDS ASSESSMENTS

Give needs assessments to students	Give needs assessments to staff & students	Give needs assessments to students, staff, and community

E. PROGRAM ASSESSMENT

Assess present program	Assess present program & match with objectives	Assess present program & match with objectives. Write activities to meet objectives not being met in present program.

F. RESOURCE ASSESSMENT

Assess materials & equipment available	Assess materials & equipment available. Determine expertise of staff	Assess materials & equipment available. Determine expertise of staff & community

G. STAFF DEVELOPMENT

Staff development limited to state sponsored workshops	Career Education Coordinator on staff from whom teachers may seek assistance & who schedules occasional workshops	Career Education Specialist in the district

H. EVALUATION

Written evaluation by teacher of self including new strategies to be implemented	Evaluation by administration followed by conference in which new strategies are developed	Evaluation conducted by committee which makes suggestions for improvement

SURVEY OF CAREER EDUCATION PLANNING ACTIVITIES

This survey is to help provide the career education committee with information to complete a career education plan. You are to rank an item in each section A-H according to how you would like to see that activity completed. Given 20 points rank a column (1-3) in each section with one to four points: one being a low need and four being a high need. If there is a section (A-H) that you don't feel is needed, leave all columns blank. Remember you have only 20 points to use; use them wisely.

Column 1	Column 2	Column 3
A. COMMITMENT & SELECTION OF APPROACH CONSISTENT WITH SCHOOL DISTRICT'S PHILOSOPHY		
Commitment & selection made by school board & administration ____	Commitment & selection made by committee along with the school board & administration ____	Total staff involved in the commitment & selection of approach ____
B. COMMITTEE MEMBERSHIP		
Committee consists of staff & students ____	Committee consists of staff & community ____	Committee consists of staff, students, & community ____
C. GOALS AND OBJECTIVES STATEMENT		
Each teacher defines his/her own goals & objectives ____	Committee defines goals & Objectives ____	Committee develops goals & objectives; then submits them to staff for approval ____

13. To provide students with role models who give evidence that sex, race, color are not barriers to freedom of occupational choice

14. To provide opportunities for students to develop positive attitudes of acceptance and respect for self, others, and work

15. To provide opportunities for the student to develop social skills

8. To provide opportunities for comprehensive planning--career and personal--as related to current goals

9. To provide opportunities to acquire knowledge and experience with educational and vocational resources

10. To provide and develop initial communication skills in job seeking

11. To provide students with role models who give evidence that sex, race, color are not barriers to freedom of occupational choice

12. To provide opportunities for students to gain knowledge and experience in coping with change.

OBJECTIVES: SENIOR HIGH SCHOOL

1. To provide the student with the opportunity to investigate interest areas and hobbies he/she has identified and to anlayze the degree to which hobbies and interests affect his/her present career choice

2. To provide the student with the opportunity to formulate a personal definition of career

3. To provide the student with the opportunity to observe and to talk with people who have made choices and are exhibiting effective behavior as it relates to work

4. To provide opportunities for student participation in work-study programs which provide students with experiences in a selected occupational cluster or a specific occupation in preparation for job entry or for further education

5. To provide the student with continuing experiences in planning and following through on plans to implement career plans/goals

6. To provide additional opportunities for the student to verbalize his/her values and how values affect present and future decision-making

7. To provide opportunities for the student to gain knowledge and experience in dealing with change and the possible tentativeness of career choice in a changing world

8. To provide the student with learning experiences that give him/her an understanding of the dynamics of group behavior in a work situation

9. To provide the student with skills needed in the area of acquiring and holding a job

10. To provide the student with the opportunity to experience the personal discipline required in working

11. To develop in the student the commitment to the implementation of a career plan

12. To provide the student with an opportunity to receive the personnel services in the area of information, counseling, and placement

OBJECTIVES: GRADES 4 - 6

1. To provide the student with an opportunity to understand the terminology used for self-appraisal and self-understanding
2. To assist the student in the analysis of how interests, aptitudes, and values play a role in individual self-appraisal
3. To provide the student with opportunities to become more aware of a "social self" and social responsibilities
4. To assist the student in assuming increased responsibility for planning one's time
5. To increase student knowledge about work/workers by utilization of the 'career cluster' concept
6. To provide opportunities for exposure to people in their own work environments
7. To provide opportunities for all students to have experience in working with their hands
8. To encourage the development of effective organizational, study, and work habits
9. To provide experience for the student which demonstrates the relevancy of present learnings to future planning
10. To provide students with opportunities to render service to each other, home, school, and community
11. To provide students with role models who give evidence that sex, race, color are not barriers to freedom of occupational choice

OBJECTIVES: GRADES 7 - 9

1. To provide experience for students at this level that emphasize their own individual development
2. To provide for further experiences in the decision-making process
3. To provide the student with opportunities to see the relevance between his/her day-to-day learnings in school and future plans
4. To provide opportunities for the student to use and to understand career related terms and concepts
5. To provide opportunities for developing postive attitudes of acceptance and respect for self, others, and working
6. To provide for the development in students of social learning skills as they relate to the adolescent
7. To provide opportunities for the student to explore and to verbalize his/her values and how these values affect present and future decision-making

7. Encourage the development of team-based career education programs including the creation of facilitative relationships between teachers, counselors, and administrators.
8. Incorporate career education concepts and practices into administrator preparation graduate courses.

CAREER EDUCATION GOALS AND OBJECTIVES

Following are the career education goals and objectives, pre-school through grade 12, set forth in the State Plan. The objectives build on each other, and yet no one objective is truly completed with the movement to a different educational level. Career education is a developmental process and therefore awareness of self, awareness of the world of work, development of interpersonal skills, values, and decision-making skills are constantly growing and changing parts of the process that need inclusion at each level.

A major goal of this institution will be to provide students in programs with experiences through which they may develop competency to provide activities which will help meet the career education objectives for the clientele they will ultimately serve. Students will be provided instruction on the meaning of these objectives and will be given opportunity to demonstrate activities which can be used in their respective disciplines to meet these objectives.

Comprehensive Goals

The following goals are directed toward the learner. They are identified as the program goals for the operational plan and are Goals H through Goal K.

Goal H: Individuals will develop an understanding and acceptance of self in relation to others and the environment.

Goal I: Individuals will develop an understanding of the world of work and opportunities based on an understanding of themselves and the world of work.

Goal J: Individuals will develop career decision-making and planning skills based on an understanding of themselves and the world of work.

Goal K: Individuals will have opportunities to prepare for successful placement and progress in appropriate employment, further education, or other post secondary options of their choice.

OBJECTIVES: Pre-School - Grade 3

1. To provide each child with an opportunity for self-identification and self-assessment.
2. To provide each child with an opportunity to recognize his/her own uniqueness and and an awareness of the unique qualities of others.
3. To provide each child with an opportunity for developing social relationships and effective communication patterns.
4. To develop in each child positive attitudes of acceptance and respect for self, others, and work.
5. To develop in each child appreciation and acceptance of occupations found in the community.
6. To provide each child with opportunities for making decisions and accepting responsibility for his/her actions.
7. To provide each child with opportunities to meet with work models from home, school, and community.
8. To provide each child with role models who give evidence that sex, race, color or national origin are not barriers to freedom of occupational choice.

OBJECTIVES: Grades 4 - 6

1. To provide the student with an opportunity to understand the terminology used for self-appraisal and self-understanding.
2. To provide each student with the opportunity to develop acceptance and self-respect for self and others.
3. To assist the student in the analysis of how interests, aptitudes, and values play a role in individual self-appraisal.
4. To provide each student with opportunities to recognize his/her own uniqueness and an awareness of the unique qualities of others.
5. To provide the student with opportunities to become more aware of a "social self" and social responsibilities.

6. To assist the student in assuming increased responsibility for planning one's time.

7. To provide each student with the opportunity to develop appreciation and acceptance of occupations.

8. To increase student knowledge about work/workers by utilization of the "career cluster" concept.

9. To provide opportunities for exposure to people in their own work environments.

10. To provide opportunities for each student to have experience in working with his/her hands.

11. To provide each student with experiences designed to develop decision-making skills with an understanding of responsibility.

12. To encourage the development of effective organizational, study, personal, and work habits.

13. To help each student understand the relationship of school subjects to the world of work.

14. To provide experience for the student which demonstrates the relevancy of present learning to future planning.

15. To provide opportunities for students to contribute service to each other and to others at home, in school, and in the community.

16. To provide students with role models which give evidence that sex, race, color or national origin are not barriers to freedom of occupational choice.

17. To provide opportunities for the student to gain knowledge and to become aware of changes and new options in the job market.

OBJECTIVES: Grades 7 - 9

1. To provide students with experiences that emphasize their own individual development.

2. To provide experiences in the decision-making process along with an emphasis on responsibilities.

3. To provide opportunities for students to see the relevance between his/her day-to-day learning in school and future plans.

4. To provide opportunities for students to use and to understand career related terms and concepts.

5. To provide opportunities for students to develop positive attitudes of acceptance and respect for self, others, and work.

6. To provide opportunities for students to develop social skills.

7. To provide opportunities for the student to explore and to verbalize values and understand how these values affect present and future decision-making.

8. To provide opportunities for students to experience comprehensive planning (career and personal) as related to current goals.

9. To provide opportunities for students to acquire knowledge and experience with educational and vocational resources.

10. To provide opportunities for students to develop initial communication skills in job seeking.

11. To provide students with successful role models of their own sex, race, color or national origin.

12. To provide opportunities for students to gain knowledge and experience in coping with change and to become aware of changes and new options in the job market.

OBJECTIVES: Senior High School

1. To provide the student with opportunities to investigate interest areas and hobbies s/he has identified and to analyze the degree to which hobbies and interests affect his/her present occupational choice.

2. To provide the student with the opportunity to formulate a personal definition of career.

3. To provide the student with opportunities to observe and talk with people who have made occupational choices and are exhibiting effective behavior on the job.

4. To provide opportunities for student participation in work-study programs which provide students with experiences in a selected occupational cluster or a specific occupation in preparation for job entry or for further education.

5. To provide the student with continuing experiences in developing and implementing career plans/goals.

6. To provide opportunities for the student to verbalize his/her values and discover how values affect present and future decision-making.

7. To provide opportunities for the student to gain knowledge and experience in coping with change and to become aware of the tentativeness of occupational choice in a changing world.

8. To provide opportunities for the student to become aware of changes and new options in the job market.

9. To provide the student with learning experiences that give him/her an understanding of the dynamics of group behavior in a work situation.

10. To provide the student with opportunities to develop skills for seeking, acquiring, and holding a job.

11. To provide the student with opportunities to develop personal discipline required for work.

12. To provide the student assistance in formulating long-range plans.

13. To provide opportunities for the student to receive occupational information, counseling, and placement services.

14. To provide the student with role models who give evidence that sex, race, color or national origin are not barriers to freedom of occupational choice.

15. To provide opportunities for students to develop positive attitudes of acceptance and respect for self, others, and work.

16. To provide opportunities for the student to develop social skills.

COURSE: ____________________

BRIEF DESCRIPTION OF ACTIVITY OR UNIT	OBJECTIVE

APPENDIX H

A PLAN FOR THE TRAINING OF ELEMENTARY AND SECONDARY TEACHERS IN CAREER EDUCATION AT BLACK HILLS STATE COLLEGE

A PLAN FOR THE TRAINING OF
ELEMENTARY AND SECONDARY TEACHERS IN
CAREER EDUCATION AT BLACK HILLS STATE COLLEGE

Ken Halsey

DR. KEN HALSEY, VICE-PRESIDENT
FOR ACADEMIC AFFAIRS

Henry

DR. LINCOLN HENRY, PROFESSOR OF
EDUCATION

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PART I - BOARD OF EDUCATION, STATE OF SOUTH DAKOTA

POLICY STATEMENT

ACCEPTED POLICY STATEMENT

Career Education shall be infused into the basic subjects of Reading, Language Arts, Mathematics, Science, and Social Studies at the elementary, junior-middle school, and senior high school level. The State Board of Education approved the policy statement, June, 1978. Career Education is identified as a Special Program under the supervision of the Assistant Superintendent of Instructional Services. The scheme of the organizational structure (July 25, 1978) for the Division of Elementary and Secondary Education, State Department of Education and Cultural Affairs, State of South Dakota is presented as Exhibit A in the first section of the South Dakota Plan for Career Education.

ACCEPTED DEFINITION OF CAREER EDUCATION

The State Board of Education adopted the following definition of Career Education for the State of South Dakota in November, 1976:

> Career Education is an instructional strategy which provides an opportunity for all students to prepare for a successful life of work by increasing their options for occupational choice through educational experiences which focus upon self-understanding, an awareness of the world of work; the development of basic skills essential to all other learning, a broad orientation to occupations (professional and non-professional) clusters, planning and training for initial employment, placement, and training required for advancement within the career. Career Education includes the total community with both the school and the community providing the environment and the resources.

PART II - BLACK HILLS STATE COLLEGE PHILOSOPHY AND RATIONALE FOR TRAINING TEACHERS IN CAREER EDUCATION

The work ethic stands at the heart of the career education movement. A few of the related assumptions and generalizations which underlie this movement might be summarized as follows:

1. Inherent to career education is the belief that all educational experiences - instruction, counseling, out of class assignments - should enhance appreciation for the dignity of work and prepare the individual for economic independence and personal fulfillment.

2. All teachers can give course content additional meaning by illustrating career relevance. "Every classroom teacher in every course at every level should emphasize the career implications of the substantive content taught."

3. Career Education can be infused into existing curriculum content without conflicting with or detracting from other legitimate educational objectives.

4. Career Education attempts to counteract the failure of job training program of the 1960's by including a career development component in which individuals explore their own interests, values and aptitudes; gain exposure to a variety of occupations; participate in various work experiences; develop an appreciation for work and the accomplishments of various workers, and finally,

learn to make career decisions that are compatible with their personal strengths and limitations and with their preferred lifestyle.

5. Career Education is concerned with all occupations, and is designed for individuals of all ages. Viewed developmentally, awareness and exploration of various occupations take place in elementary and junior high school, respectively; preparation for occupations occurs in high school; then further specialization, up-grading of skills and knowledge, and retraining may be provided through post-secondary study.

6. Career Education attempts to counteract the criticism that the general public has not been given an adequate role in the formulation of educational policy by utilizing parents and representatives of business, industry, and government to bring the school and community closer together.

Many educators have outlined students goals or broad objectives for career education which may be applied in any curricular area. One such objective is that students demonstrate that they know the psychological meaning of work and its value in the human experience. Students should show "planfulness" and develop an ability to describe the relationships between basic skills, marketable skills, and interpersonal skills and job aspirations. A teacher in any area could endorse the final dimension of the framework: demonstration through work-relevant behavior of ability to learn, to adjust and to advance to one's chosen occupation.

PART III - NEED FOR TRAINING ELEMENTARY AND SECONDARY TEACHERS IN THE USE OF CAREER EDUCATION

A. Statewide Study of Need

B. Department of Education and Cultural Affairs Planning Commission Goals

C. DESE Goals in Career Education

D. Student Outcome Objectives

EVIDENCE OF NEED

Prior to determining the need for career education in South Dakota through a statewide student survey (1977) and reports from other surveys, the statement of need and the rationale for developing a State plan was based on the following considerations:

1. Isolation of students from contact with a wide range of occupations

   --South Dakota's population is largely rural

   --Three-fourths of the public schools have an enrollment less than 600 students.

2. The 1977-78 public school enrollment was 143,531 students in 195 public school districts; 13,114 in 159 non-public schools.

3. Native American students account for 10% of the total enrollment (10,028 in public schools, and 4,969 in non-public schools).

4. Drop-out rate for 1976-77 indicated 3.5% public school students, grades 9-12 did not complete the school term. The non-public schools reported a drop-out of 14.7% students, grades 9-12, with the drop-out principally Native American students. (DESE Report)

5. Greatest drop-out rate in public schools occurs at 9-10 grade level; in non-public schools at the 9th grade level.

6. 1972 Gallup Poll: 40% of the people (larger than any other topic) named preparation for work as the prime objective of education.

7. 1973 Gallup Poll: With options displayed by the polls, over 90% agreed that "the schools should give more emphasis to the study of trades, professions, and business to help students decide on their careers." (Gallup observed that few proposals in the art of polling received such overwhelming approval.)

8. 1976 Gallup Polls sustains the demand of the people placing development for work as the biggest priority of the schools.

9. A significant difference had been measured in the reducation of sex stereotyping of occupations for girls in the primary grades as a result of the career education program.

DEPARTMENT OF EDUCATION AND CULTURAL AFFAIRS

PLANNING COMMISSION GOALS

On August 4, 1976, the Education and Cultural Affairs Planning Commission approved a comprehensive and far sighted set of goals for South Dakota education. These goals are intended to improve and maintain the quality of life for South Dakota citizens. The goals describe the desired outcome of education and cultural affairs efforts. The order of presentation is not intended to indicate relative importance.

Each individual, to the extent of physical and mental abilities. . .

ACQUIRES SKILLS OF COMMUNICATION AND REASONING

Develops skills in reading, writing, speaking, listening and viewing
Develops skills in computational, mathematical and scientific concepts and methods

LEARNS HOW TO EXAMINE AND USE INFORMATION

Develops the ability to constructively collect, examine and analyze information
Develops the ability to solve problems through logical, critical and creative perception and reasoning

DEVELOPS AN UNDERSTANDING OF THE CHANGES THAT TAKE PLACE IN THE WORLD

Develops an understanding of the past and its effects on the present
Develops an understanding of the changes taking place in the present and their impact on the future
Develops an understanding of the forces behind change
Develops an understanding of how to adjust to or influence change

DEVELOPS A DESIRE FOR LEARNING

Develops the attitudes and skills to pursue learning as a life-long process of self development
Develops a spirit of curiosity, exploration and inventiveness

DEVELOPS RESPECT FOR AND ABILITY TO GET ALONG WITH OTHERS

Develops appreciation of and respect for the worth and dignity of all individuals

Develops an understanding of the individual's responsibility in living and working with others

Develops an understanding of the importance of the family unit

Develops an appreciation for and an understanding of people with different cultural heritages

Develops awareness of the interdependence of races, cultures and nations

DEVELOPS AN UNDERSTANDING OF THE ROLE OF CITIZENSHIP IN A REPRESENTATIVE DEMOCRACY

Develops an understanding of rights, privileges and responsibilities of citizenship

Develops the skills to be a productive participant in a representative democracy

Develops an attitude of respect for private and public property

Develops an understanding of the American political system and other types of governmental systems

DEVELOPS AN UNDERSTANDING OF THE NATURAL ENVIRONMENT

Develops an understanding of the interdependence between humans and their environment

Develops an understanding of the immediate and long term impacts of personal, economic and political actions upon the natural environment

Develops the ability to personally manage renewal and non-renewable resources wisely

DEVELOPS THE UNDERSTANDING OF THE ROLE OF RESEARCH

Develops an understanding of the contribution of research to the addition of knowledge in a highly scientific and technological age

Develops an appreciation for the application of scientific knowledge to the problems of human behavior and community development

UNDERSTANDS THE INFLUENCE AND IMPORTANCE OF CULTURAL RESOURCES

Develops an appreciation and concern for cultural heritage and its preservation

Develops the ability to seek out, make available and utilize cultural resources

Develops an appreciation for and acceptance of the artistic talents and interest in individuals

Develops skills for creative, imaginative and aesthetic expression of ideas and feelings through the arts

DEVELOPS AN UNDERSTANDING OF AND THE ABILITY TO PARTICIPATE IN THE WORLD OF WORK

Develops an appreciation for the dignity of all types of work
Develops an awareness of career alternatives and their implications on an individual's life style
Develops self understanding and self direction in relation to occupational interests and career goals
Develops the knowledge and skills required to obtain or change employment
Develops an appreciation for quality workmanship

DEVELOPS AN UNDERSTANDING OF AND THE ABILITY TO PARTICIPATE IN ECONOMIC AFFAIRS

Develops an understanding of the principles of economics
Develops the ability to be an effective manager of financial resources

DEVELOPS SELF REALIZATION

Develops a self understanding and self awareness
Develops a feeling of self worth
Develops a feeling of pride in personal accomplishments
Develops a set of values and ethics which will guide individual behavior
Develops self discipline
Develops creative and imaginative abilities

UNDERSTAND AND PRACTICES THE PRINCIPLES OF GOOD MENTAL AND PHYSICAL HEALTH

Develops an understanding of the importance of good physical and mental health
Develops abilities to acquire and maintain good physical and mental health

LEARNS HOW TO USE LEISURE TIME

Develops an awareness of the types of leisure time opportunities which promote personal satisfaction
Develops a recognition of the benefits of using leisure time to develop personal interests and goals

DIVISION OF ELEMENTARY AND SECONDARY EDUCATION GOALS

The Division of Elementary and Secondary Education has identified five specific goals. The goals as stated in the 1977-78 Educational Directory are as follows:

> To encourage and assist the Local School Systems to formulate and implement a comprehensive educational plan in order to provide an equal educational opportunity based upon individual needs and abilities with primary emphasis on basic skills.
>
> To provide and promote support services to local education agencies by: Administering Statutory requirements and the rules, policies and standards of the State Board of Education; providing relevant information for local education agency decision making; influencing the development of adequate financing of education in South Dakota; and working cooperatively with all other local, state and federal agencies in meeting the needs of students.
>
> To work cooperatively with local, state and federal agencies to insure that appropriate preservice and inservice programs are available to meet the professional and technical needs of all personnel in elementary and secondary education.
>
> To work with local school systems to provide curriculum planning that emphasizes the basic skills necessary for each student to participate in the appropriate educational experiences, including researched learning options, to meet their individual needs at the preschool through secondary levels of education.
>
> To encourage the identification and development of community schools whereby all existing community facilities and resources are coordinated to meet the educational, social, cultural, governmental and recreational needs of the community.

STUDENT OUTCOME OBJECTIVES

By the end of the elementary program, students will be able to:

Demonstrate an awareness of why and how people work

Demonstrate an awareness of a wide range of careers

Demonstrate an increased awareness of themselves in relation to their immediate environment and begin to relate to the broader environment beyond family and school

Demonstrate how society depends on the unique characteristics of its individuals

By the end of the middle/junior high program, students will be able to:

Demonstrate the relationship of their subject areas to the world of work

Demonstrate a knowledge in a minimum of three career clusters they have explored

Demonstrate increased self awareness and positive work values

Assess their interests, aptitudes, and abilities

Formulate a tentative educational and career plan consistent with their interests, strengths, special needs, and general self awareness

Demonstrate basic decision-making skills

By the end of the high school program, students will be able to:

List at least three career clusters and a minimum of three options for each cluster

Identify and use career planning resources

Identify at least one new career option and be able to identify persons in at least three nontraditional work roles

Demonstrate a minimum of work experience--simulated or real--in at least one career cluster

Demonstrate a knowledge of the nature of work and describe the necessity of work in a democratic society

Demonstrate the possession of academic and vocational skills necessary for job seeking, job entry, job keeping and/or entrance into postsecondary vocational, technical or higher education programs

Demonstrate career decision skills and have a basic career plan consistent with their strengths, special needs, interests, self awareness, resources, and expanded knowledge of the career development process

Demonstrate an awareness of the nature of the lifelong career development process, including the need to re-evaluate and redirect career choices and plans as circumstances change

PART IV - IMPLEMENTATION STRATEGY

1. We plan to utilize the learner outcomes for Career Education identified on page 14 and 15 of the South Dakota State Plan (Part I) as a basis for defining objectives and learning activities. (See Appendix A)

2. The following competencies (or objectives) have been identified for inclusion in our program of teacher training in Career Education:

   Each elementary and secondary teacher trainee will accomplish the following skills to be utilized in planning and teaching children upon successful completion of the Black Hills State College teacher training program:

   a. An ability to help students at appropriate levels, acquire and develop basic skills necessary for survival in a rapidly changing society.

   b. Excellent work habits and the ability and desire to help others acquire and develop them.

   c. A healthy and positive attitude toward work and the desire to help students develop the same attitude.

   d. Knowledge of and skill in using reference materials about occupations.

   e. A strong self concept and ability to analyze strengths and weakness in order to cope with personal and professional problems.

   f. A positive attitude toward leisure time and how to utilize it to enhance themselves and their families lives.

   g. A better understanding of the nature of our changing society and a positive attitude toward the need for changing life skills when necessary.

3. The competencies specified in number two above, will be included within our general methods courses as a sub-unit to begin the Fall of 1979. (See Methods Syllabus, Appendix B)

4. Each methods student will be required to plan and deliver a teaching simulation monitored with closed circuit television and critiqued by fellow students and appropriate faculty. (See Lesson Plans and Critique Sheets, Appendix C)

5. A special Career Education Coordinating Council will be appointed from the Education, Business, and Industrial Arts Divisions. The purpose of the council will be to act as a coordinating and evaluating group for all types of Career Education activities on the campus.

6. The Black Hills State College Special Education Program will reflect Career Education as an emphasis.

7. The Black Hills State College Graduate Program will reflect the importance of Career Education through special course work and requirement of specific competencies.

8. The South Dakota View material will be utilized as a primary vehicle to help teacher trainees learn about occupations.

APPENDIX A

LEARNER OUTCOMES FOR CAREER EDUCATION

Taken from: Hoyt, K. B. Perspectives on the Problems of Evaluation in Career Education. (Monograph) U.S. Department of Health, Education and Welfare.

A Policy Paper of the U.S. Office of Education delineates ten learner goals for career education. It is important to note that these learner outcome goals are intended to apply to persons leaving the formal educational system for the world of work. They are not intended to be applicable when they leave the secondary school occupational education programs. For still others, these goals need not be applied, in toto, until they have left a college or university setting. Thus, the applicability of these learner outcome goals will vary from individual to individual as well as from one level of education to another. This is consistent with the developmental nature, and the basic assumption of individual differences, inherent in the concept of career education.

Career education seeks to produce individuals who, when they leave school (at any age or at any level), are:

1. Competent in the basic academic skills required for adaptability in our rapidly changing society.
2. Equipped with good work habits.
3. Equipped with a personally meaningful set of work values that foster in them a desire to work.
4. Equipped with decision-making skills, job-hunting skills, and job-getting skills.
5. Equipped with job specific occupational skills and interpersonal skills at a level that will allow them to gain entry into and attain a degree of success in the occupational society.

6. Equipped with a degree of self-understanding and understanding of educational-vocational opportunities sufficient for making sound career decisions.

7. Aware of means available to them for continuing and recurrent education.

8. Either placed or actively seeking placement in a paid occupation, in further education, or in a vocation consistent with their current career decisions.

9. Actively seeking to find meaning and meaningfulness through work in productive use of leisure time.

10. Aware of means available to themselves for changing career options -- of societal and personal constraints impinging on career alternatives.

APPENDIX B

METHODS COURSE

SYLLABUS

FOR

ELEMENTARY METHODS, ED. 304

AND

SECONDARY METHODS, ED. 300

COURSE NARRATIVE

The following pages include the philosophy, goals and objectives of the course. The calendar included in this syllabus will identify daily activities and room scheduling. A listing of the textbooks required is included in the "objectives" section. The competency check list at the back of the syllabus will assist students in monitoring their personal progress as well as pointing out strengths and weaknesses.

The methods team feels very strongly that the attitude of the teacher is important in the learning process. A teacher with a good attitude toward students, the school, and society will influence students positively. Conversely, a negative attitude will create discipline problems, anxiety, numerous threatening situations, and generally block the learning process. We believe that one of the objectives of the methods team is to assess the attitudes of the students while in the class. Certain criteria are used in this assessment including attendance, promptness, written assignments well executed, participation in discussions, committee assignments completed and adherence to standards of competence collectively deemed important by the methods team.

Successful completion of the checklist, observed attitudes, test results and quality of video tape presentations will be considered for the final grading.

As the course progresses each class will be divided into smaller groups for the best possible utilization of the TV facilities.

Many students have found this course to be somewhat different from most courses because it is highly individualized and is designed to allow each student to be "in charge" of his/her own learning. Because of this approach a great deal of excitement is generated and group cohesiveness enjoyed. As the semester progresses the calendar may be altered from time to time to better accomodate learning. This is a more realistic portrait of what "school" actually is and should not cause alarm.

Each class will designate a representative who will meet with the methods teaching team each week and will be responsible for reporting pertient information back to their respective classes. The class representative will also be charged with the responsibility of gathering information and suggestions from classmates for the improvement of the course. The methods teaching team has found this course to be exciting and rewarding and is looking forward to the upcoming semester.

APPENDIX C

BLACK HILLS STATE COLLEGE - EDUCATION DIVISION

METHODS DEMONSTRATION CRITIQUE SHEET

DEMONSTRATOR____________________

EVALUATOR____________________

I. TEACHING SKILLS	SKILL TO BE USED	QUALITY OF VARIABLE				COMMENT ON USE OF TECHNIQUES
		Poor	Average		Exc.	
		1	2	3	4	
1. Mental Set						
2. Appropriate Frames of Reference						
3. Achieving Closure						
4. Rewards and Reinforcement						
5. Redundance and Repetition						
6. Illustration and Use of Examples						
7. Asking Questions						
8. Higher Order Questions						
9. Teacher Silence						
10. Student Initiated Questions						
II. MEDIA SKILLS						
1. Graphics						
2. Design						
3. Production Techniques						
4. Media Application						
III. COMMUNICATION SKILLS						
1. Warmth/Empathy						
2. Non-Verbal Communication						
3. Grammar/Usage						
4. Controlled the Overuse of slang						
5. Clarity of Voice						
6. Effectiveness of Voice						
7. Pacing						
8. Poise/Eye Contact						

V. PLANNING AND EVALUATION	1	2	3	4	BRIEF COMMENTS
1. Unit/Course Objective					
2. Behavioral Objective					
a. Congruent w/course objective					
b. Well written (ABCD Format)					
3. Taxonomical Analysis					
a. Domain____________					
b. Level____________					
4. Concept					
a. Concrete____________					
b. Abstract____________					
c. Was the concept and the objective consistent?					
5. Instructional Materials					
a. Did they match the concept?					
6. Teacher Preparation					
a. Was the classroom organized to meet the objective?					
b. Did presentor give an appropriate instructional overview?					
7. Learning Activity					
a. Was the learning activity consistent with the behavioral objective?					
b. Was the learning activity properly planned and sequenced to provide maximum student learning?					
c. Was the discussion procedure appropriate to provide maximum student interaction and response?					
8. Evaluation/Assessment					
a. Was the evaluation procedure congruent with the objective and/or pertinent to an on-going needs assessment?					
9. Overall Rating					
a. Overall rating of all aspects/components of presentation					

NAME________________ GROUP#__________ PRESENTATION#__________

1. **UNIT OBJECTIVE**

2. BEHAVIORAL OBJECTIVE(S)

3. TAXONOMICAL ANALYSIS

Domain__________

Level__________

4. CONCEPT

Concrete__________

Abstract__________

5. **INSTRUCTIONAL MATERIALS**

6. TEACHER PREPARATION

Classroom Organization	Instructional Overview

7. LEARNING ACTIVITY - What activities will the teacher/learners engage in to cause the behavior called for in the behavioral objective?

7a. SAMPLE ELICITING QUESTIONS/STATEMENTS

7c. DISCUSSION PROCEDURES AND ADDITIONAL QUESTIONS

7b. POSSIBLE RESPONSES

8. EVALUATION/ASSESSMENT PROCEDURES(S)

Indicate whether testing assessment procedure would be:

a. 1) objective ____
   2) subjective ____

b. 1) formative ____
   2) summative ____

c. 1) norm referenced ____
   2) criterion referenced ____

d. Briefly describe assessment procedure.

APPENDIX I

"NEWS AND VIEWS" Newsletter

SOUTH DAKOTA VOC·ED
VOCATIONAL-TECHNICAL EDUCATION

Vital Information for
Education and Work

news & views

CAREER COMPETENCY/VIEW

Volume 2 Number 1 *Huron, SD 57350* *November, 1978*

Carl Ritenour, Director

NEW IN VIEW - 1978-79

Some of our materials have a "new look" and some have been updated or have had corrections made. The following are the "new look" materials:

- Basic 4-on-1 Copy of Occupations (orange)
- Comprehensive 4-on-1 Copy of Occupations (green)
- 1978-79 Microfiche (includes both Basic & Comprehensive)
- Data-People-Things-Idea Book (yellow)
- Occupational Finder Book (buff)
- South Dakota Apprenticeship Book (salmon)
- South Dakota Post-High & Financial Aid Book (gold)
- 1978-79 Tabloid (newspaper - yellow)
- Directory of South Dakota Vocational & Technical Institutions (brown)
- Vocational-Technical Schools Posters (green lettering)
- VIEW Cluster Posters (red VIEW lettering)
- 1978-79 VIEW-Test Correlation (ACT, Kuder E General, OVIS)
- Grades 3-6 Career Awareness Activities/Units

UPDATED MATERIAL

The following have newly acquired information which should be used to update the existing Directories (insert packet materials behind respective tabs; destroy the "outdated" sheets):

- Secondary Coordinator's Directory (packet labeled CO)
- Student's Directory (packet labeled ST)
- Elementary Coordinator's Directory (packet labeled EL)

CORRECTIONS:

The NEEDLESORT Book (1977-78 date) remains yellow, but the necessary corrections have been made.

ADDITION - TELEPHONE NUMBER:

In the SOUTH DAKOTA APPRENTICESHIP Book (1978-79), add the telephone number (605) 336-2980 for Kenneth J. Sutter, Field Representative, Bureau of Apprenticeship and training. This can be added to the address page ii.

DISSEMINATION OF VIEW MATERIALS:

Nine one-day workshops were held during September to distribute the new VIEW materials, as well as other materials available through this office. The locations of these workshops were Aberdeen, Brookings, Huron, Lemmon, Milbank, Pierre, Rapid City, Sioux Falls and Yankton. A total of 296 individuals attended these workshops. Orders placed via the mail are being filled. Contact Career Competency/SD VIEW, either by phone (352-1666) or mail (PO Box 1237, Huron, SD 57350) for more materials.

AVAILABLE SOON

Need an idea for in-service??? The following filmstrips with cassettes will soon be available for use with your staff:

- *SD VIEW in the Elementary Classroom*
- *How SD VIEW Can Help You*
- *SD VIEW*

ELEMENTARY VIEW

This year Elementary VIEW has some new materials. Emphasis is being placed on beginning students early with awareness of occupations. The complete Elementary VIEW includes the following materials:

- Elementary Coordinator's Directory (updated packet labeled EL is new)
- 477 occupations on Microfiche (Basic & Comprehensive on same microfiche)
- Basic 4-on-1 Copy of Occupations (Same as Basic Microfiche)
- VIEW Cluster Posters (red VIEW lettering)
- Cluster Word Puzzles
- Grades 3-6 Career Awareness Activities/Units (new in 1978-79)
    - Career Cluster Unit - Grade 3
    - Who Needs Basic Skills? - Grade 4
    - Job Differences Activity - Grade 5
    - Career Decisions Activities - Grade 6
- SD VIEW in the Elementary Classroom (Filmstrip - Cassette)
- SD VIEW (Filmstrip - Cassette)

CAREER COMPETENCY BIBLIOGRAPHY REVISION:

During the summer months, staff members have been working on a new bibliography. All the Career Competency materials, including the multi-media, have been cataloged (each book, article, activity, etc. has been assigned an individual number). The new bibliography, which replaces the others, is being distributed to the school districts.

Much of the material that was K-12, K-6, 7-9, 9-12, etc. has been divided so that each grade level or discipline is separate. This is important to remember should you order from one of the other bibliographies. Also, the check-out procedures are included in the new bibliography which has a nile green cover.

* *

NEWS FROM HERE AND THERE

DATES TO REMEMBER:

Some dates to mark on your calendar are the following:

- October 23 & 24 - GATB - Pierre, SDEA Building, 1:00 p.m.
- October 25 & 26 - GATB - Brookings, United Campus Ministry, 1:00 p.m.
- October 21 - ACT
- October 24 & 28 - PSAT/NMSQT
- November 4 - CEEB (SAT)

COMING IN OTHER NEWSLETTERS:

- News from Career Competency/SD View office, other Projects & Newsletters.
- Helpful hints for Career Ed implementation, etc.

We trust our NEW & VIEWS has been helpful and informative. Feel free to contact us if we can be of service to you at anytime.

Virginia Hofer, Editor
and Career Competency/SD VIEW Staff

- -

Career Competency/SD VIEW
PO Box 1237
Huron, SD 57350

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SOUTH DAKOTA Voc·ed
VOCATIONAL-TECHNICAL EDUCATION

news & views

Vital Information for
Education and Work

CAREER COMPETENCY/ VIEW

Volume 2 Number 2 *Huron, SD 57350* *January, 1979*

Carl Ritenour, Director

CONGRESS PASSES CAREER EDUCATION APPROPRIATIONS

According to the U.S. Office of Career Education, Congress has appropriated $32.5 million for Career Education in 1979. Setasides totaling 7.5 percent mandated by the Career Education Incentive Act will cut heavily into the appropriations leaving about $22 million for the states to share for career ed implementation in grades K-12. Allocations will be based on a state's population age 5-18; although no state may receive less than $125,000.

Of the 7.5 percentage setaside, $8.7 million is for postsecondary demonstration projects.

CAREER EDUCATION OFFICE IN NEW CABINET

The Senate on September 19, 1978, amended legislation creating a new Cabinet-level department on education to insure continuation of a separate Office of Career Education. According to Senator William Hathaway, D-ME, Chief Senate sponsor of the Career Education Incentative Act, "The ammendment would require that for the next five fiscal years, the Office of Career Education could not be discontinued or consolidated unless for any year Congress failed to appropriate funds to carry out the purposes of that act."

CAREER COMPETENCY STAFF IN-SERVICES K-12 SCHOOLS

The Career Competency staff has been very busy this fall in-servicing schools throughout South Dakota. An in-service includes how to infuse career education into the curriculum, how to write a career education plan, and how to use South Dakota VIEW. A highlight for many teachers is the opportunity to review the free materials available for check-out from the Career Competency Office.

Since August, twenty-four schools have been in-serviced. These schools include: Bowdle, Crazy Horse, Dell Rapids, Egan, Elkton, Gayville-Volin, Hosmer, Howard, Iroquois, James Valley Christian, Java, Lake Preston, Lyman, Meade, New Underwood, O'Gorman, Platte, Polo & St. Liborius, Roscoe, Salem & St. Mary's, South Shore, Viborg, Waverly, and Wessington. *Ruth Schilberg*

FREE IN-SERVICE AVAILABLE

The Career Competency Program staff is available to in-service any South Dakota school in career education implementation. This free service is made available through funding from the Division of Vocational-Technical Education, Pierre, SD.

A full-day workshop is desired with a three-hour block being a minimum amount of time necessary to adequately cover the material. To better meet the needs of inviduals, teachers are divided into secondary and elementary groups.

Topics discussed include a career education definition, survey of career education planning activities, present program assessment, bibliography and resources, writing activities, materials review, South Dakota VIEW, career exploration, community survival skills, and evaluation.

If you are interested in an in-service, contact the Career Competency Program, PO Box 1237, Huron, SD 57350, or call 352-1666. Ruth Schilberg

IN-SERVICING OF CADET TEACHERS

The Career Competency staff also in-services cadet teachers in South Dakota's teacher training institutions. This in-service includes an introduction to Career Education and the available materials, an awareness of South Dakota VIEW materials and services, and an awareness of the free materials for check-out that are included in the Career Competency bibliography.

TITLE IV-B FUNDS FOR VIEW MATERIALS

During the coming weeks administration in South Dakota schools will be developing a proposal specifying how their school district will use the money available through Title IV-B of the Elementary and Secondary Act (ESEA). This money (approximately $2.50 per student) may be used to purchase guidance and counseling materials.

If you are planning on using the Title IV-B money to purchase VIEW materials for next year, meet with you school adminstration and build this into your budget.

NEW HURDLE FOR TEACHERS

Florida has a new law that will require a candidate for a teaching post to pass a competency test and complete a one-year intership in order to get a teaching certificate. The law takes effect in 1980. The test will measure twenty-three general teaching skills and reveal how much the candidate knows about particular subjects.
Counseletter, *CHRONICLE GUIDANCE*

RESOLUTION 21 VS. TEACHER SUPPLY

The state board of education discussed the ramifications of Resolution 21-78 adopted by the Board of Regents. Of primary concern is the effect of program cutbacks on teacher education programs in the state colleges and universities.

There were about 180 vacancies for classroom teachers in South Dakota schools when school started in the fall. South Dakota has a number of experienced teachers who will be retiring within the next few years. Many trained teachers move to a different occupation after teaching six to seven years. Therefore, replacements are necessary.

Declining enrollments of school age children will not result in fewer teachers in most schools. A reduction of 25 students a year in K-12 system does not mean the elimination of a classroom and teacher.
ASBSD Bulletin, December 1, 1978

NATIONAL EXPERIENCE-BASED CAREER EDUCATION ASSOCIATION

Newly organized National Experience-Based Career Education Association is on a membership drive. Organized this past summer, the association is in the process of mailing information about services and dues to prospective members. Services will include a national newsletter, a national directory of EBCE sites and staff, and reduced rates for the annual national conference. The Third Annual National Conference is scheduled for February, 1979.

Experience-based career education has been developed by four regional educational laboratories with financial support from the National Institute of Education. For more information about the association write to *George Rusteika, EBCE Program-Membership, Far West Laboratory, 1855 Folsom St., San Francisco, CA 94103.*

FROM TENTH ANNUAL GALLUP POLL ON EDUCATION

According to the TENTH ANNUAL GALLUP POLL ON EDUCATION, released September 1, 1978, 78% of the nation's adults think it is "very important" for high school students to have a saleable skill before graduation. Also 90% of the adults say it is "very important" for students to be able to write a job application letter using correct grammar and spelling.

Also according to Gallup Poll, school programs should include:

1) *more emphasis on careers.*
2) *stricter discipline.*
3) *hiring of better teachers.*
4) *more emphasis on the "basics."*
5) *more parent involvement.*
6) *higher scholastic standards.*
7) *more emphasis on health hazards like alcohol and drugs.*

USING SOUTH DAKOTA VIEW - *From Yankton Daily Press & Dakotan*
Wednesday, December 6, 1978

From Unique Viewer and Info Cards

Tyndall, Tabor and Springfield Students Get Career Advice

By DAN MERRITT
P & D Area News Editor

TYNDALL—Airline pilots don't fly in Tyndall.

But a student interested in such a career in Tyndall can still get information about the job through the SD VIEW program. VIEW stands for Vital Information for Education and Work.

The program consists of a viewer and 43 "cards" with information about more than 400 areas of employment.

A student places the cards in the viewer and can find information about what skills and abilities a person has to have to be an airline pilot.

If the student finds out early enough, for example in the sixth grade, he can have an idea as to the kind of courses he might want to take in the higher grades—such as math or geometry.

"VIEW provides more options, more choices," more awareness about the kinds of careers open to a young person, said Larry Lyngstad, a school counselor for the schools in Tyndall, Tabor and Springfield. "Maybe it provides a happier work force," he added.

Lyngstad he usually first introduces the viewer and the cards to students in the fifth and sixth grades. It gives them a different outlook on school.

"They see school is not a place where they sit and incubate until they are 18 years old," he said, but a place to acquire the skills for a job.

Once introduced to the viewer, the students are on their own until their senior year. Then an English project on careers requires the use of the viewer, Lyngstad said.

When on their own, students use the viewer in spurts, Lyngstad said. "Some use the viewer and some students don't," he said.

Generally students in the sixth grade tend to be more career-minded. "They are thinking, 'what to do I want to be when I grow up,' " he said.

The interest fades however, Lyngstad noted, and through late junior high in into early high school, careers don't seem to have much interest.

When students become seniors, the use of VIEW does increase, he said. "When do you use a dictionary? You use it when you have a need. This is kind of the same thing."

When looking through the career "cards" a student can find information about a variety of jobs such as a bank teller, a taxi driver, a registered nurse, an auctioneer, a pipefitter, a nutritionist, a reporter and other jobs.

SD VIEW is a program that is state-wide and is administered by the state department of vocational-technical education, Lyngstad said. It was once a program started and administered by the University of South Dakota-Springfield.

The state provided the microfische reader and up until this year provided the cards and books and other materials that are part of the program, he said.

This year the schools had to purchase the career "cards" which are updated every year and some of the other material, he said.

VIEW is similar to programs in states throughout the nation, Lyngstad said, but at the same time VIEW is unique to the state.

"It's directed at South Dakota. It is something that is local. The information is geared to South Dakota."

VIEW is at best only to help students choose a career, Lyngstad said. It is one of a host of sources a student uses— such as friends, teachers, or persons they admire.

"And parents still have the biggest influence," he added.

"I think it is hard to credit a student's career choice solely to the VIEW system," he said.

The VIEW descriptions of jobs does very well not to stereotype them, Lyngst noted. It carefully avoids using such phrases as "the doctor, he . . ." or "the nurse, she . . ." Lyngstad said, but instead tries to represent all jobs as potentials for males or females.

A "needle sort," or deck of cards with holes in them, is another part of the VIEW system, headded.

Students answer various questions about the kind of work they want by placing a long "safety pin"-like device through the holes in the cards. Various questions include abilities, interests, education, salary and working conditions.

Eventually the deck of job cards are sorted down to just a few on the pin. These are career areas a studnet is interested in, Lyngstad said.

As a counselor, Lyngstad said he's tried the needle sort.

"I keep coming up with one card— tribal lands manager," he said.

Tyndall school counselor Larry Lyngstad helps senior Greg Nelson in his use of the SD VIEW microfiche viewer. With the viewer, Nelson can get information about the qualifications needed for more than 400 areas of employment—one of which Nelson might go into when he graduates.

(P & D Photo by Merritt)

RECORD NUMBER OF CRAFT APPRENTICESHIPS COMPLETED IN 1977

According to the Department of Labor, an all-time record number of 54,347 craft apprentices registered programs in 1977. Also, the number of women and minorities in apprenticeships continued to rise. Minorities represented 18.4 percent of all apprentices at the end of 1977.

There were 262,586 apprentices registered in programs at the end of 1977. Some 254,000 apprentices were registered in January, 107,897 new registrants were added during the year, journeyman status was granted to 54,347 completers, and 44,957 dropped out for various reasons.
MANPOWER AND VOCATIONAL EDUCATION WEEKLY, October 26, 1978

* *

NEWS FROM HERE AND THERE

HAVE YOU EVER . . .

- Had students draw floor plans? Invited an architect to visit the class? Studied old blueprints?
- Had students write or tell about "What I like to do in my free time....?"
- Made a dictionary of terms used in a particular occupation?
- Collected canned or bulk goods and traced their points of origin?
- Before you made a poster for a coming event, invited a graphic artist, illustrator, or silk screener to class?
- Had a "Career Day" or "Career Week?"
- Invited the school secretary, bus driver, custodian, cook or principal to class to discuss their jobs?
- Related supermarket checking and math?
- Computed the increase in cost from raw grain to a box of cereal?

(More of same next time...)

NOTES AND QUOTES

After encountering numerous failures in business and politics, Abraham Lincoln kept right on reading books. "What good is all that education?" a critic scoffed. "It has never earned you a decent living yet." Lincoln smiled. "Education is not given for the purpose of earning a living; it's learning what to do with a living after you earn it that counts."
CLOSER TO TEACHERS - Horace Mann Educators Corporation

COMING IN OTHER NEWSLETTERS

- News from Career Competency/SD VIEW office, other Projects & Newsletters.
- News about the Career Education Monies.
- Helpful hints for Career Education implementation, etc.

We want to wish all of you a belated Christmas wish and trust that you have a good New Year. We trust our NEWS & VIEWS has been helpful and informative. Feel free to contact us if we can be of service to you at anytime.

Virginia Hofer, Editor
and Career Competency/SD VIEW Staff

This newsletter has been printed to inform the public about Career Education and South Dakota VIEW. A total of 1600 copies were printed at a cost of 8 cents each.

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SOUTH DAKOTA voc·ed
VOCATIONAL-TECHNICAL EDUCATION

Vital Information for
Education and Work

news & views

CAREER COMPETENCY/VIEW

Volume 2 Number 3 *Huron, SD 57350* *April, 1979*

Carl Ritenour, Director

CAREER EDUCATION FUNDING UPDATE

According to the U.S. Office of Career Education, Congress has given its final approval to the rescission of $12.5 million in fiscal 1979 Career Education Incentive Act money, clearing the way for allocation of the remaining $20 million to the states that apply for their allocation. *Education and Work*

By law, each state is guaranteed at least $125,000, which will probably be South Dakota's allocation. The Division of Elementary and Secondary Education will need to make application and meet specified guidelines. Also, the South Dakota Appropriations Committee will need to approve this expenditure.

The majority of this money will be for local school districts. The guidelines for submitting proposals will need to be established by DESE.

NEW VIEW FOR 1979-80

Many changes are now being made in the 1979-80 version of South Dakota VIEW. The number of occupations will be 464 instead of 477; some are new occupations and others have been deleted. The comprehensive scripts will have a complete "new look." The microfiche will have a different look, too. There will be more cards in the set of microfiche. Each fiche will have fewer occupations, but four basic and comprehensive pages will remain for each occupation.

The order blanks for the 1979-80 school year have been sent to each school district and/or organization. If you have not returned yours, you will want to get your order in soon for all the new VIEW material coming in the fall.

IN-SERVICING OF K-12 SCHOOLS

Since our last newsletter eight more schools have been in-serviced by the Career Competency staff, along with a number of follow-ups. The new schools include: Ipswich, Lower Brule, Oelrichs, Oldham, Parker, Pine Ridge, Rapid City CODY Program and Sky Ranch for Boys.

Of the 32 schools in-serviced this school year, some have already submitted a career education plan for their individual school district. Many exciting career education things are taking place in numerous South Dakota schools.

TELEPHONE NUMBER CHANGE

For those of you desiring to reach the Federal Civil Service Office, you will find a change in this number. The Federal Information Center no longer has a toll free number. The new number is (605) 348-2221.

FALL WORKSHOP SCHEDULE

Plans are already being made for the fall VIEW workshops. We will be having one of the workshops in August and the others in September. Because of all the new VIEW material we will have, you will want to get your new material as soon as possible. As this newsletter goes to print, the following dates and places have been tentatively set:

August 21 - Huron
September 11 - Sioux Falls
September 12 - Vermillion
September 17 - Lemmon
September 18 - Rapid City
September 19 - Pierre
September 24 - Aberdeen
September 25 - Watertown
September 26 - Mitchell

IN RETROSPECT

On June 30, 1979, the Career Competency Project, currently housed in the Huron Public School and funded by the Division of Vocational-Technical Education, will complete the third and final year of the original three-year contract. The initial purpose of the Project was to design and implement a career education model, both educationally and financially practical for implementation by South Dakota communities.

During the first year, the Project collected and developed career education materials. Many of these were field-tested in the Huron Public School. The Project staff worked with the Huron teachers and provided an instructor for the Career Experiences' Class at the Senior High School. Also summer workshops were held and several annotated bibliographies were compiled.

In the second year, a member of the staff continued to teach the Career Experiences' Class and the finalization of the Huron Career Education Plan and four activity books became a reality. Also during the second year, thirty school districts across the state and cadet teachers in the teacher training institutions were in-serviced by the Project staff. Throughout the year, staff personnel participated in and conducted workshops both in-state and nationally. Another (and very popular) service was the state-wide check-out of the career education materials from the present library collection.

Thus far in the third and final year, thirty-two more K-12 schools have been in-serviced as well as cadet teachers at the post-secondary level. A survey of career education implementation in the teacher training institutions was conducted and the Career Education Implementation Model for post-secondary institutions has also been developed. With the compiling of the newly revised bibliography and the workshop material displays, the state-wide check-out services continue to be popular.

Finally, in retrospect of the Career Competency Project, it might be said that many positive Career Education "happenings" are taking place in our South Dakota schools.

CAREER COMPETENCY MATERIAL LIBRARY

The Career Competency Material Library will continue to be housed at the VIEW project site during the 1979-80 school year.

MATERIALS CHECK-OUT SERVICES

As this newsletter goes to press, it looks as though the state-wide career education materials check-out services probably will continue for the 1979-80 school year. The listing of these materials can be found in the revised (nile-green cover) bibliography that was disseminated during the 1978-79 school year. Check page v for check-out procedures.

* *

This is the final newsletter for the 1978-79 school year. It's been a challenging and pleasant experience "visiting" with you via the newsletter. We trust that these newsletters have been helpful and informative. May the few remaining weeks of the 1978-79 school year be rewarding and the dreams of the summer months meet your expectations.

Virginia Hofer, Editor
and Career Competency/SD VIEW Staff

* *

This newsletter has been printed to inform the public about Career Education and South Dakota VIEW. A total of 1900 copies were printed at a cost of 6 cents each.

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